

**From:** "HUNTER JOAN" <jhunter@pcssd.org>  
**Sent:** Friday, December 7, 2007 11:05 AM  
**To:** ELEMENTARY COUNSELORS; SECONDARY COUNSELORS  
**Subject:** Resource Directory for Referral Information  
**Attachments:** Resource Directory.pdf

Counselors:

The attachment is another resource directory. It is dated 2003. If you would like, print it off and put it with the other referral guides that were given to you last week at your counselor's meetings.

Secretary  
Director of Counseling and Elementary Deans  
501-490-6308  
FAX 501-490-0254  
Jhunter@pcssd.org



**From:** "RICE RAE" <rrice@pcssd.org>  
**Sent:** Friday, January 28, 2011 9:24 AM  
**To:** kenneth.rice@lrsd.org  
**Subject:** Planned Parenthood LR

Here is the link:<http://www.plannedparenthood.org/health-center/centerDetails.asp?f=2807&a=91370&v=details>

*Rae Rice, RN, BSN  
Mills High School  
1205 E. Dixon Rd  
Little Rock, AR 72223  
Phone:(501) 490-5700  
Fax:(501)490-5709  
Email:rrice@pcssd.org*



**From:** "Anna Haver" <Anna.Haver@arkansas.gov>  
**Sent:** Wednesday, November 2, 2011 2:10 PM  
**To:** MEEKS SAUNDRA  
**CC:** DeChantria.Wallace@arkansas.gov; Julie.Harlan@arkansas.gov  
**Subject:** RE: Free pregnancy information  
**Attachments:** Pregnancy Week By Week.pdf; image001.png; image002.jpg; image003.png

I forgot to attach a publication I found on the Planned Parenthood website. It's called "Pregnancy Week by Week" and gives information on the baby's development and changes the mother may be experiencing.

Anna Haver, MCHES  
Community Health Promotion Specialist  
AR Department of Health, Central Region  
2800 Willow  
North Little Rock, AR 72114  
phone: (501) 791-8551  
fax: (501) 791-8519

For information on the flu and other initiatives, go to [www.healthy.arkansas.gov](http://www.healthy.arkansas.gov)  
Also follow us on Facebook and Twitter

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**From:** MEEKS SAUNDRA [<mailto:smeeks@pcssd.org>]  
**Sent:** Wednesday, November 02, 2011 1:56 PM  
**To:** Anna Haver  
**Subject:** RE: Free pregnancy information

Thank you Anna, I appreciate all you do for our students.

Saundra Meeks, RN  
School Nurse  
Robinson High School  
(501) 868-2400  
[smeeks@pcssd.org](mailto:smeeks@pcssd.org)



---

**From:** Anna Haver [<mailto:Anna.Haver@arkansas.gov>]  
**Sent:** Wed 11/2/2011 1:53 PM  
**To:** MEEKS SAUNDRA  
**Cc:** Dechantria Wallace; Julie Harlan  
**Subject:** FW: Free pregnancy information  
Saundra:

I checked with our Office of Women's Health about pregnancy resources for your students. They don't have any brochures, but they sent a document that lists websites with free information to download. I have attached that list for you. I'm sorry we don't have anything already printed that we can provide.

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**From:** Sharon Ashcraft  
**Sent:** Wednesday, November 02, 2011 1:49 PM  
**To:** Anna Haver  
**Subject:** Free pregnancy information

Hi Anna,  
Here are a few web sites that offer free publications on pregnancy. Hope this helps, Sharon







**From:** "MEEKS SAUNDRA" <smeeks@pcssd.org>  
**Sent:** Friday, November 18, 2011 9:01 AM  
**To:** Anna.Haver@arkansas.gov  
**Subject:** RE: Free pregnancy information  
**Attachments:** image001.png; image002.jpg; image003.png

Anna thank you for the preg. info. I have passed it on to my teen mother. Also, I recieved the folders for the restroom stalls....THANK YOU so much! This is such a great project.

Have a good weekend.  
Saundra

*Saundra Meeks, RN*  
*School Nurse*  
*Robinson High School*  
*(501) 868-2400*  
[smeeks@pcssd.org](mailto:smeeks@pcssd.org)

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**From:** "Anna Haver" <Anna.Haver@arkansas.gov>  
**Sent:** Friday, November 18, 2011 12:27 PM  
**To:** MEEKS SAUNDRA  
**Subject:** RE: Free pregnancy information  
**Attachments:** image001.jpg; image006.png; image007.jpg; image008.png

You're welcome. I'll be contacting you and Mike when you return from the Christmas break to plan for promoting the Teen Driving 101 on March 12<sup>th</sup>. Happy Thanksgiving!

Anna Haver, MCHES  
Community Health Promotion Specialist  
AR Department of Health  
2800 Willow  
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**Sent:** Wednesday, November 02, 2011 1:49 PM  
**To:** Anna Haver  
**Subject:** Free pregnancy information

Hi Anna,  
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**From:** Anna Haver  
**Sent:** Thursday, January 26, 2012 9:31 AM  
**To:** HUNTER ROSILAND  
**Subject:** FW: teen pregnancy prevention  
**Attachments:** image003.jpg; ucce best practices in teen pregnancy prevention.pdf

Ms Hunter:

I have attached a document from University of California Cooperative Extension that is a guide to best practices in teen pregnancy prevention. I have also included below a link to Health and Human Services recommended best practice programs for teen pregnancy prevention. There might be something here that you all could try in the school.

<http://www.hhs.gov/ash/oah/oah-initiatives/tpp/programs.html>

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**From:** rpa4me@hotmail.com  
**Sent:** Thursday, May 31, 2012 11:39 AM  
**To:** sbardin@pcssd.org  
**Subject:** watch this

You might be interested in the following story from OneNewsNow.com:

[Another revealing video sting](#)

Live Action has released video of an undercover investigation showing a worker at a Texas Planned Parenthood facility who is coaching a woman on how to obtain a sex-selection abortion.



**From:** Sandra Fluke  
**Sent:** Wednesday, August 22, 2012 5:34 PM  
**To:** dlrodgers@pcssd.org  
**Subject:** "Legitimate rape"

Friend --

In a recent statement that was both factually inaccurate and horribly offensive, Republican Missouri Senate candidate Rep. Todd Akin said that victims of "legitimate rape" don't get pregnant because "the female body has ways to try to shut that whole thing down."

Mitt Romney and Paul Ryan tried to distance themselves from the remark -- but the fact is they're in lockstep with Akin on the major women's health issues of our time. Just this morning, the Republican Party voted to include the "Human Life Amendment" in their platform, calling for a constitutional ban on abortions nationwide, even for rape victims. Several Romney supporters and advisers stood silently by while this vote took place, and the *Los Angeles Times* reports that the platform "was written at the direction of Romney's campaign."

President Obama spoke out in response to Akin's comments: "What I think these comments do underscore is why we shouldn't have a bunch of politicians, a majority of whom are men, making health care decisions on behalf of women."

This controversy is not an accident, or a mistake, or an isolated incident. It's a reflection of a Republican Party whose policies are dangerous for women.

**[There is a clear choice for women in this election: Stand with President Obama.](#)**

I entered this national debate on women's rights in February, when, as a Georgetown Law student, I testified before members of Congress on the issue of contraception.

Without knowing me or my story, Rush Limbaugh called me a "slut" and a "prostitute" on his radio show.

Many Americans stepped forward to tell me they agreed with me, and supported my right to speak out without being verbally attacked. President Obama stood with us.

Mitt Romney, on the other hand? He didn't even condemn the remark, instead saying only: "It's not the language I would have used."

Since that moment, I'm even more resolved to continue the fight to make sure every single woman -- and every man who cares about the women in his life -- knows exactly what's at stake in this election. The Republicans are frighteningly clear on these issues.

The party platform itself includes a "salute" to states that have pushed "informed consent" laws, such as those that force women seeking an abortion to first undergo an invasive and medically unnecessary ultrasound.

Just last year, Paul Ryan joined Todd Akin and more than 200 other Republicans in co-sponsoring legislation that would have narrowed the definition of rape, limiting which victims of rape were "legitimate" enough to receive financial assistance for access to abortion care.

Mitt Romney famously says he would "get rid of" Planned Parenthood if he had the chance. And both Romney



and Ryan pledge to go back to a system where insurance companies can discriminate against women and charge us more than men for the same health insurance.

Akin's comments shouldn't be surprising. But this isn't about him -- just like it was never about me.

President Obama has told us what he's fighting for: "I want women to control their own health choices, just like I want my daughters to have the same opportunities as your sons."

Republicans, led by Romney and Ryan, have made it clear that they want to make our decisions for us.

President Obama trusts us to make our own.

**It's as simple as that. Join me and stand with him today:**

**<http://my.barackobama.com/A-Clear-Choice>**

Thanks,

Sandra Fluke

-----

Election Day is closer than you think -- **[make a donation to fund this campaign in the time we have left.](#)**



**From:** Kimberly Ann Williams  
**Sent:** Wednesday, October 17, 2012 12:25 PM  
**To:** icrpcw@aol.com; TeTework  
**Subject:** Quotes...

""Binders full of women' was certainly an awkward phrase to say and it failed to even work as an answer to the question. Instead, it reminded people of a time when women wore girdles or women in China bound their feet as status symbol that allowed them to marry into money ... Obama talked seriously about contraception in health care plans, Planned Parenthood, and fair pay, and such a discussion was desperately needed."

—[The Washington Post](#)

“Mitt Romney’s solution on leveling the playing field tonight was to point out he once had a binder full of women applicants. That binder didn’t help me at Goodyear, and it’s not helping the women across this country, making 77 cents for every dollar a man gets. If Romney was truly concerned about women in this economy, he’d take a stand against paycheck discrimination. Instead, he has remained silent and refused to speak out for equal pay for women and their families. Simply put, Romney doesn’t get it.”

—Lilly Ledbetter



**From:** O'Neal, Erica  
**Sent:** Tuesday, November 20, 2012 3:48 PM  
**To:** 'cyoung@pcssd.org'  
**Subject:** Teen Pregnancy/STI Prevention  
**Attachments:** image001.png; Fuller Middle School.doc

This is the sample letter I told you about. It's very generic and I tried to fill in as much as possible. Please feel free to edit it.

Nice speaking with you today. Looking forward to hearing from you.

Erica D. O'Neal, BS, CHES | *Health Educator*  
**Planned Parenthood of the Heartland**  
5921 West 12th Street, Suite C | Little Rock, AR 72204  
Office: 501.485.0985 | Fax: 501.801.0205  
[erica.o'neal@ppheartland.org](mailto:erica.o'neal@ppheartland.org) | [www.ppheartland.org](http://www.ppheartland.org)

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**From:** Kimberly Ann Williams  
**Sent:** Sunday, November 25, 2012 9:29 PM  
**To:** tlwilliams@pcssd.org  
**Subject:** FW: Photos: election

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Date: Thu, 15 Nov 2012 18:08:35 +0000

To: (b) (13)

From: dccc@dccc.org

Subject: Photos:

**Hi -- if you're reading this email, you were probably pretty darn happy watching this:**

**But it gets better. Because of your support, a bunch of awesome House Democrats won, too! Like this veteran in Illinois:**

**She beat this guy:**

**These New Hampshire Republicans voted for a bill defunding Planned Parenthood. We got rid of them:**

**And replaced them with these two Democratic Congresswomen:**

*(In fact, we defeated every single Republican in New England!)*

**Remember the Castro brothers from the Democratic Convention? Joaquin's coming to Congress! (he's the one on the right)**

**You even made history: minorities and women make up the majority of the Democratic Caucus -- a first for either party!**

**You stood up to the Republicans, the billionaires, and Chevron -- and you beat 'em. We're consistently in awe of your commitment to this cause, and we can't thank you enough.**

**Thanks again! (and again!)**

**The DCCC team**

P.S. This is just the tip of the iceberg! [Check out all 49 new Democratic Members of the House >>](#)



Paid for by the Democratic Congressional Campaign Committee | 430 South Capitol Street SE, Washington, DC 20003  
(202) 863-1500 | [www.dccc.org](http://www.dccc.org) | Not authorized by any candidate or candidate's committee.

This message was sent to: [williams\\_sparger@hotmail.com](mailto:williams_sparger@hotmail.com) | We believe that emails are a crucial way for our campaign to stay in touch with supporters. [Click here](#) if you'd like to unsubscribe from these messages. Change or update your email address by [clicking here](#). Thanks for your support of Democrats!



**From:** Overgaard, Suzanne  
**Sent:** Wednesday, November 28, 2012 12:02 PM  
**To:** 'bbowles@pcssd.org'  
**CC:** Swinton, Karen; Reed, Miranda  
**Subject:** Giving tree for homeless kids  
**Attachments:** image001.png

Dr Bowles,

Can I get some more information on the tree for homeless kids? Are you still in need of donors? Are you featuring the whole family or just the kids? Thanks in advance.

--suzanne

Suzanne Overgaard, MM, Regional Development Director  
**Planned Parenthood of the Heartland**  
5921 W 12th St Ste C  
Little Rock, AR 72204  
Office: 501.485.0985 ext 4 Fax: 501.801.0205  
Cell: 501.353.8212  
[suzanne.overgaard@ppheartland.org](mailto:suzanne.overgaard@ppheartland.org) | [www.ppheartland.org](http://www.ppheartland.org)

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**From:** Overgaard, Suzanne  
**Sent:** Wednesday, November 28, 2012 1:37 PM  
**To:** 'BOWLES BRENDA'  
**Subject:** RE: Giving tree for homeless kids  
**Attachments:** image001.png

So it's families not just students? We're trying to choose a family to help and/or a student. I guess I should just drive out there and pick one out? : )

Suzanne Overgaard, MM, Regional Development Director  
**Planned Parenthood of the Heartland**  
5921 W 12th St Ste C  
Little Rock, AR 72204  
Office: 501.485.0985 ext 4 Fax: 501.801.0205  
Cell: 501.353.8212  
[suzanne.overgaard@ppheartland.org](mailto:suzanne.overgaard@ppheartland.org) | [www.ppheartland.org](http://www.ppheartland.org)

**From:** BOWLES BRENDA [<mailto:bbowles@pcssd.org>]  
**Sent:** Wednesday, November 28, 2012 1:33 PM  
**To:** Overgaard, Suzanne  
**Cc:** Swinton, Karen; Reed, Miranda  
**Subject:** RE: Giving tree for homeless kids

Ms. Overgaard,

Attached is the memo we sent out to our staff regarding the giving tree. Yes, we are still in need of donors as we have just added another family. Additionally, we just feature the students enrolled in our District.

If you have any additional questions please contact me.

Brenda Bowles

---

**From:** Overgaard, Suzanne [[Suzanne.Overgaard@PPHeartland.org](mailto:Suzanne.Overgaard@PPHeartland.org)]  
**Sent:** Wednesday, November 28, 2012 12:01 PM  
**To:** BOWLES BRENDA  
**Cc:** Swinton, Karen; Reed, Miranda  
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Suzanne Overgaard, MM, Regional Development Director

**Planned Parenthood of the Heartland**

5921 W 12th St Ste C

Little Rock, AR 72204

Office: 501.485.0985 ext 4 Fax: 501.801.0205

Cell: 501.353.8212

[suzanne.overgaard@ppheartland.org](mailto:suzanne.overgaard@ppheartland.org) | [www.ppheartland.org](http://www.ppheartland.org)

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**Sent:** Wednesday, November 28, 2012 1:45 PM  
**To:** 'BOWLES BRENDA'  
**Subject:** RE: Giving tree for homeless kids  
**Attachments:** image001.png

There you go! What time does your office close today?

Suzanne Overgaard, MM, Regional Development Director  
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**To:** Overgaard, Suzanne  
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I guess I should say a family of students.

---

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[suzanne.overgaard@ppheartland.org](mailto:suzanne.overgaard@ppheartland.org) | [www.ppheartland.org](http://www.ppheartland.org)

**From:** BOWLES BRENDA [<mailto:bbowles@pcssd.org>]



**Sent:** Wednesday, November 28, 2012 1:33 PM  
**To:** Overgaard, Suzanne  
**Cc:** Swinton, Karen; Reed, Miranda  
**Subject:** RE: Giving tree for homeless kids

Ms. Overgaard,

Attached is the memo we sent out to our staff regarding the giving tree. Yes, we are still in need of donors as we have just added another family. Additionally, we just feature the students enrolled in our District.

If you have any additional questions please contact me.

Brenda Bowles

---

**From:** Overgaard, Suzanne [Suzanne.Overgaard@PPHeartland.org]  
**Sent:** Wednesday, November 28, 2012 12:01 PM  
**To:** BOWLES BRENDA  
**Cc:** Swinton, Karen; Reed, Miranda  
**Subject:** Giving tree for homeless kids

Dr Bowles,

Can I get some more information on the tree for homeless kids? Are you still in need of donors? Are you featuring the whole family or just the kids? Thanks in advance.

--suzanne

Suzanne Overgaard, MM, Regional Development Director  
**Planned Parenthood of the Heartland**  
5921 W 12th St Ste C  
Little Rock, AR 72204  
Office: 501.485.0985 ext 4 Fax: 501.801.0205  
Cell: 501.353.8212  
[suzanne.overgaard@ppheartland.org](mailto:suzanne.overgaard@ppheartland.org) | [www.ppheartland.org](http://www.ppheartland.org)

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**From:** Overgaard, Suzanne  
**Sent:** Wednesday, November 28, 2012 1:51 PM  
**To:** 'BOWLES BRENDA'  
**Subject:** RE: Giving tree for homeless kids  
**Attachments:** image001.png

Gotcha, I'll come out today. We're excited!!!

Suzanne Overgaard, MM, Regional Development Director  
**Planned Parenthood of the Heartland**  
5921 W 12th St Ste C  
Little Rock, AR 72204  
Office: 501.485.0985 ext 4 Fax: 501.801.0205  
Cell: 501.353.8212  
[suzanne.overgaard@ppheartland.org](mailto:suzanne.overgaard@ppheartland.org) | [www.ppheartland.org](http://www.ppheartland.org)

**From:** BOWLES BRENDA [<mailto:bbowles@pcssd.org>]  
**Sent:** Wednesday, November 28, 2012 1:50 PM  
**To:** Overgaard, Suzanne  
**Subject:** RE: Giving tree for homeless kids

We close at 4:30 p.m.

---

**From:** Overgaard, Suzanne [[Suzanne.Overgaard@PPHeartland.org](mailto:Suzanne.Overgaard@PPHeartland.org)]  
**Sent:** Wednesday, November 28, 2012 1:45 PM  
**To:** BOWLES BRENDA  
**Subject:** RE: Giving tree for homeless kids  
There you go! What time does your office close today?

Suzanne Overgaard, MM, Regional Development Director  
**Planned Parenthood of the Heartland**  
5921 W 12th St Ste C  
Little Rock, AR 72204  
Office: 501.485.0985 ext 4 Fax: 501.801.0205  
Cell: 501.353.8212  
[suzanne.overgaard@ppheartland.org](mailto:suzanne.overgaard@ppheartland.org) | [www.ppheartland.org](http://www.ppheartland.org)

**From:** BOWLES BRENDA [<mailto:bbowles@pcssd.org>]  
**Sent:** Wednesday, November 28, 2012 1:44 PM  
**To:** Overgaard, Suzanne



**Subject:** RE: Giving tree for homeless kids

I guess I should say a family of students.

---

**From:** Overgaard, Suzanne [Suzanne.Overgaard@PPHeartland.org]

**Sent:** Wednesday, November 28, 2012 1:37 PM

**To:** BOWLES BRENDA

**Subject:** RE: Giving tree for homeless kids

So it's families not just students? We're trying to choose a family to help and/or a student. I guess I should just drive out there and pick one out? : )

Suzanne Overgaard, MM, Regional Development Director

**Planned Parenthood of the Heartland**

5921 W 12th St Ste C

Little Rock, AR 72204

Office: 501.485.0985 ext 4 Fax: 501.801.0205

Cell: 501.353.8212

[suzanne.overgaard@ppheartland.org](mailto:suzanne.overgaard@ppheartland.org) | [www.ppheartland.org](http://www.ppheartland.org)

**From:** BOWLES BRENDA [<mailto:bbowles@pcssd.org>]

**Sent:** Wednesday, November 28, 2012 1:33 PM

**To:** Overgaard, Suzanne

**Cc:** Swinton, Karen; Reed, Miranda

**Subject:** RE: Giving tree for homeless kids

Ms. Overgaard,

Attached is the memo we sent out to our staff regarding the giving tree. Yes, we are still in need of donors as we have just added another family. Additionally, we just feature the students enrolled in our District.

If you have any additional questions please contact me.

Brenda Bowles

---

**From:** Overgaard, Suzanne [Suzanne.Overgaard@PPHeartland.org]

**Sent:** Wednesday, November 28, 2012 12:01 PM

**To:** BOWLES BRENDA

**Cc:** Swinton, Karen; Reed, Miranda

**Subject:** Giving tree for homeless kids

Dr Bowles,

Can I get some more information on the tree for homeless kids? Are you still in need of donors? Are you featuring the whole family or just the kids? Thanks in advance.



--suzanne

Suzanne Overgaard, MM, Regional Development Director

**Planned Parenthood of the Heartland**

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**From:** Overgaard, Suzanne  
**Sent:** Friday, December 7, 2012 3:07 PM  
**To:** 'moliver@pcssd.org'  
**CC:** Swinton, Karen  
**Subject:** January 29th  
**Attachments:** image001.png

Hey Michelle,

I'm copying Karen (our educator) on this so she'll have your info too. Thanks for the invite in January!!!!!!!!!!!!!!

Have a great weekend!

Suzanne Overgaard, MM, Regional Development Director  
**Planned Parenthood of the Heartland**  
5921 W 12th St Ste C  
Little Rock, AR 72204  
Office: 501.485.0985 ext 4 Fax: 501.801.0205  
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**From:** Overgaard, Suzanne  
**Sent:** Tuesday, December 11, 2012 10:34 AM  
**To:** 'moliver@pcssd.org'  
**Subject:** Stats FW: January 29th  
**Attachments:** image001.png

Hey,

Can you talk to the school nurse about stats? This is what we're interested in: "get female enrollment for last year & get fertility rate. More specific, compute rate per grade. "

Thanks in advance!

Suzanne Overgaard, MM, Regional Development Director  
**Planned Parenthood of the Heartland**  
5921 W 12th St Ste C  
Little Rock, AR 72204  
Office: 501.485.0985 ext 4 Fax: 501.801.0205  
Cell: 501.353.8212  
[suzanne.overgaard@ppheartland.org](mailto:suzanne.overgaard@ppheartland.org) | [www.ppheartland.org](http://www.ppheartland.org)

**From:** Overgaard, Suzanne  
**Sent:** Friday, December 07, 2012 3:07 PM  
**To:** 'moliver@pcssd.org'  
**Cc:** Swinton, Karen  
**Subject:** January 29th

Hey Michelle,

I'm copying Karen (our educator) on this so she'll have your info too. Thanks for the invite in January!!!!!!!!!!!!

Have a great weekend!

Suzanne Overgaard, MM, Regional Development Director  
**Planned Parenthood of the Heartland**  
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**From:** O'Neal, Erica  
**Sent:** Tuesday, December 11, 2012 11:43 AM  
**To:** 'cyoung@pcssd.org'  
**Subject:** Date  
**Attachments:** image001.png

Ms. Young,  
Have you and Mr. Mitchell decided on a date for next week yet?

Erica D. O'Neal, BS, CHES | *Health Educator*  
**Planned Parenthood of the Heartland**  
5921 West 12th Street, Suite C | Little Rock, AR 72204  
Office: 501.485.0985 | Fax: 501.801.0205  
[erica.o'neal@ppheartland.org](mailto:erica.o'neal@ppheartland.org) | [www.ppheartland.org](http://www.ppheartland.org)

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**From:** O'Neal, Erica  
**Sent:** Tuesday, December 11, 2012 12:33 PM  
**To:** 'YOUNG CANDACE'  
**Subject:** RE: Date  
**Attachments:** image001.png

Okay. Would I be asking too much if I asked can we do the boys separate from the girls and vice versa?

**From:** YOUNG CANDACE [<mailto:cyoung@pcssd.org>]  
**Sent:** Tuesday, December 11, 2012 12:15 PM  
**To:** O'Neal, Erica  
**Subject:** RE: Date

The 19th

Candice M. Young  
[cyoung@pcssd.org](mailto:cyoung@pcssd.org)  
Fuller Middle School  
School Counselor  
501-490-5730

---

**From:** O'Neal, Erica [[Erica.ONeal@PPHeartland.org](mailto:Erica.ONeal@PPHeartland.org)]  
**Sent:** Tuesday, December 11, 2012 11:42 AM  
**To:** YOUNG CANDACE  
**Subject:** Date

Ms. Young,  
Have you and Mr. Mitchell decided on a date for next week yet?

Erica D. O'Neal, BS, CHES | *Health Educator*  
**Planned Parenthood of the Heartland**  
5921 West 12th Street, Suite C | Little Rock, AR 72204  
Office: 501.485.0985 | Fax: 501.801.0205  
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**From:** O'Neal, Erica  
**Sent:** Tuesday, December 11, 2012 2:06 PM  
**To:** 'YOUNG CANDACE'  
**Subject:** RE: Date  
**Attachments:** image001.png

Could we do things before lunch? 9 and 10...

**From:** YOUNG CANDACE [<mailto:cyoung@pcssd.org>]  
**Sent:** Tuesday, December 11, 2012 2:00 PM  
**To:** O'Neal, Erica  
**Subject:** RE: Date

That's cool. What time?

Candice M. Young  
[cyoung@pcssd.org](mailto:cyoung@pcssd.org)  
Fuller Middle School  
School Counselor  
501-490-5730

---

**From:** O'Neal, Erica [Erica.ONeal@PPHeartland.org]  
**Sent:** Tuesday, December 11, 2012 12:32 PM  
**To:** YOUNG CANDACE  
**Subject:** RE: Date

Okay. Would I be asking too much if I asked can we do the boys separate from the girls and vice versa?

**From:** YOUNG CANDACE [<mailto:cyoung@pcssd.org>]  
**Sent:** Tuesday, December 11, 2012 12:15 PM  
**To:** O'Neal, Erica  
**Subject:** RE: Date

The 19th

Candice M. Young  
[cyoung@pcssd.org](mailto:cyoung@pcssd.org)  
Fuller Middle School  
School Counselor  
501-490-5730

---

**From:** O'Neal, Erica [Erica.ONeal@PPHeartland.org]  
**Sent:** Tuesday, December 11, 2012 11:42 AM  
**To:** YOUNG CANDACE  
**Subject:** Date

Ms. Young,  
Have you and Mr. Mitchell decided on a date for next week yet?



Erica D. O'Neal, BS, CHES | *Health Educator*

**Planned Parenthood of the Heartland**

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**From:** YOUNG CANDACE  
**Sent:** Wednesday, December 12, 2012 9:32 AM  
**To:** MITCHELL BRENT  
**Subject:** FW: Date  
**Attachments:** image001.png

Candice M. Young  
[cyoung@pcssd.org](mailto:cyoung@pcssd.org)  
Fuller Middle School  
School Counselor  
501-490-5730

---

**From:** YOUNG CANDACE  
**Sent:** Wednesday, December 12, 2012 9:31 AM  
**To:** O'Neal, Erica  
**Subject:** RE: Date

sounds good.

Candice M. Young  
[cyoung@pcssd.org](mailto:cyoung@pcssd.org)  
Fuller Middle School  
School Counselor  
501-490-5730

---

**From:** O'Neal, Erica [Erica.ONeal@PPHeartland.org]  
**Sent:** Tuesday, December 11, 2012 2:06 PM  
**To:** YOUNG CANDACE  
**Subject:** RE: Date

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**From:** YOUNG CANDACE [<mailto:cyoung@pcssd.org>]  
**Sent:** Tuesday, December 11, 2012 2:00 PM  
**To:** O'Neal, Erica  
**Subject:** RE: Date

That's cool. What time?

Candice M. Young  
[cyoung@pcssd.org](mailto:cyoung@pcssd.org)  
Fuller Middle School  
School Counselor  
501-490-5730

---

**From:** O'Neal, Erica [Erica.ONeal@PPHeartland.org]  
**Sent:** Tuesday, December 11, 2012 12:32 PM  
**To:** YOUNG CANDACE



**Subject:** RE: Date

Okay. Would I be asking too much if I asked can we do the boys separate from the girls and vice versa?

**From:** YOUNG CANDACE [<mailto:cyoung@pcssd.org>]

**Sent:** Tuesday, December 11, 2012 12:15 PM

**To:** O'Neal, Erica

**Subject:** RE: Date

The 19th

Candice M. Young

[cyoung@pcssd.org](mailto:cyoung@pcssd.org)

Fuller Middle School

School Counselor

501-490-5730

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**From:** O'Neal, Erica [[Erica.ONeal@PPHeartland.org](mailto:Erica.ONeal@PPHeartland.org)]

**Sent:** Tuesday, December 11, 2012 11:42 AM

**To:** YOUNG CANDACE

**Subject:** Date

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Have you and Mr. Mitchell decided on a date for next week yet?

Erica D. O'Neal, BS, CHES | *Health Educator*

**Planned Parenthood of the Heartland**

5921 West 12th Street, Suite C | Little Rock, AR 72204

Office: 501.485.0985 | Fax: 501.801.0205

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**From:** MITCHELL BRENT  
**Sent:** Wednesday, December 12, 2012 10:13 AM  
**To:** YOUNG CANDACE  
**Subject:** Re: Date  
**Attachments:** image001.png

I'm good with it....Lets lock it in tomorrow

Sent from my iPhone 5

On Dec 12, 2012, at 9:31 AM, "YOUNG CANDACE" <[cyoung@pcssd.org](mailto:cyoung@pcssd.org)> wrote:

Candice M. Young  
[cyoung@pcssd.org](mailto:cyoung@pcssd.org)  
Fuller Middle School  
School Counselor  
501-490-5730

---

**From:** YOUNG CANDACE  
**Sent:** Wednesday, December 12, 2012 9:31 AM  
**To:** O'Neal, Erica  
**Subject:** RE: Date

sounds good.

Candice M. Young  
[cyoung@pcssd.org](mailto:cyoung@pcssd.org)  
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501-490-5730

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**Sent:** Tuesday, December 11, 2012 2:06 PM  
**To:** YOUNG CANDACE  
**Subject:** RE: Date

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**From:** YOUNG CANDACE [<mailto:cyoung@pcssd.org>]  
**Sent:** Tuesday, December 11, 2012 2:00 PM  
**To:** O'Neal, Erica  
**Subject:** RE: Date

That's cool. What time?

Candice M. Young



[cyoung@pcssd.org](mailto:cyoung@pcssd.org)  
Fuller Middle School  
School Counselor  
501-490-5730

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**Sent:** Tuesday, December 11, 2012 12:15 PM

**To:** O'Neal, Erica

**Subject:** RE: Date

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School Counselor  
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**Sent:** Tuesday, December 11, 2012 11:42 AM

**To:** YOUNG CANDACE

**Subject:** Date

Ms. Young,

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<image001.png>

Erica D. O'Neal, BS, CHES | *Health Educator*

**Planned Parenthood of the Heartland**

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Office: 501.485.0985 | Fax: 501.801.0205

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**From:** Newbern, Murry  
**Sent:** Thursday, December 13, 2012 12:10 PM  
**To:** Overgaard, Suzanne; Mullinax, Christina; O'Neal, Erica; Swinton, Karen; 'moliver@pcssd.org'  
**Subject:** RE: You Are Cordially Invited  
**Attachments:** image001.png

No, I can't make it.

**From:** Overgaard, Suzanne  
**Sent:** Thursday, December 13, 2012 11:16 AM  
**To:** Newbern, Murry; Mullinax, Christina; O'Neal, Erica; Swinton, Karen; 'moliver@pcssd.org'  
**Subject:** FW: You Are Cordially Invited

Are any of you planning to attend?

Suzanne Overgaard, MM, Regional Development Director  
**Planned Parenthood of the Heartland**  
5921 W 12th St Ste C  
Little Rock, AR 72204  
Office: 501.485.0985 ext 4 Fax: 501.801.0205  
Cell: 501.353.8212  
[suzanne.overgaard@ppheartland.org](mailto:suzanne.overgaard@ppheartland.org) | [www.ppheartland.org](http://www.ppheartland.org)

**From:** Bob AdvocateVolunteer [[mailto:bob\\_volunteer\\_advocate@hotmail.com](mailto:bob_volunteer_advocate@hotmail.com)]  
**Sent:** Thursday, December 13, 2012 7:17 AM  
**Subject:** You Are Cordially Invited

Having trouble viewing this email? [Click here](#)

*Open Door Outreach Invites You To  
A Christmas With Promise  
A Party Benefiting Family Promise of Pulaski County*

*Enjoy an evening of holiday music, heavy hors d' oeuvres, desserts, Christmas-y beverages such as punch and hot cocoa or you may bring your choice of an optional beverage, and plenty of holiday spirit!*

**When:** Thursday December 13 6:00-9:30 pm



**Where:** 2219 Fair Park Blvd. Little Rock

(Private Residence)

Bring your family and friends! Your **\$10.00/person** cover charge will assist Family Promise of Pulaski County help homeless children and their parents gain their independence!

**For More Information Call 501-837-3024 or 501-372-0733**

[Forward this email](#)

Family Promise of Pulaski County | 222 East 8th Street | Little Rock | AR | 72202

---

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**From:** Swinton, Karen  
**Sent:** Thursday, December 13, 2012 12:41 PM  
**To:** Overgaard, Suzanne; Newbern, Murry; Mullinax, Christina; O'Neal, Erica; 'moliver@pcssd.org'  
**Subject:** RE: You Are Cordially Invited  
**Attachments:** image001.png

No, I won't be able to attend!

**Karen Swinton, BS**  
*Health Educator*

**Planned Parenthood of the Heartland**  
5921 W. 12th Street, Suite B  
Little Rock, AR 72204  
p: 501.485.0985 ext: 3  
f: 501.801.0205  
[karen.swinton@ppheartland.org](mailto:karen.swinton@ppheartland.org)  
[www.ppheartland.org](http://www.ppheartland.org)

**From:** Overgaard, Suzanne  
**Sent:** Thursday, December 13, 2012 11:16 AM  
**To:** Newbern, Murry; Mullinax, Christina; O'Neal, Erica; Swinton, Karen; 'moliver@pcssd.org'  
**Subject:** FW: You Are Cordially Invited

Are any of you planning to attend?

Suzanne Overgaard, MM, Regional Development Director  
**Planned Parenthood of the Heartland**  
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Little Rock, AR 72204  
Office: 501.485.0985 ext 4 Fax: 501.801.0205  
Cell: 501.353.8212  
[suzanne.overgaard@ppheartland.org](mailto:suzanne.overgaard@ppheartland.org) | [www.ppheartland.org](http://www.ppheartland.org)

**From:** Bob AdvocateVolunteer [[mailto:bob\\_volunteer\\_advocate@hotmail.com](mailto:mailto:bob_volunteer_advocate@hotmail.com)]  
**Sent:** Thursday, December 13, 2012 7:17 AM  
**Subject:** You Are Cordially Invited

Having trouble viewing this email? [Click here](#)



*Open Door Outreach Invites You To  
A Christmas With Promise  
A Party Benefiting Family Promise of Pulaski County*

*Enjoy an evening of holiday music, heavy hors d'oeuvres, desserts, Christmas-y beverages such as punch and hot cocoa or you may bring your choice of an optional beverage, and plenty of holiday spirit!*

**When:** Thursday December 13 6:00-9:30 pm

**Where:** 2219 Fair Park Blvd. Little Rock

(Private Residence)

Bring your family and friends! Your **\$10.00/person** cover charge will assist Family Promise of Pulaski County help homeless children and their parents gain their independence!

**For More Information Call 501-837-3024 or 501-372-0733**

[Forward this email](#)

Family Promise of Pulaski County | 222 East 8th Street | Little Rock | AR | 72202

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**From:** O'Neal, Erica  
**Sent:** Tuesday, December 18, 2012 12:27 PM  
**To:** 'YOUNG CANDACE'  
**Subject:** Tomorrow  
**Attachments:** image001.png

Good Afternoon Ms. Young

I'll be at the school around 810am

Erica D. O'Neal, BS, CHES | *Health Educator*  
**Planned Parenthood of the Heartland**  
5921 West 12th Street, Suite C | Little Rock, AR 72204  
Office: 501.485.0985 | Fax: 501.801.0205  
[erica.o'neal@ppheartland.org](mailto:erica.o'neal@ppheartland.org) | [www.ppheartland.org](http://www.ppheartland.org)

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**From:** HINES CYNTHIA

**Sent:** Thursday, January 17, 2013 10:13 AM

**To:** BURROW LAURA; DAVIDSON AMY; FOLTZ SHENA; MARTIN PENNEY; PATTERSON LAKESHA; WAGGONER SHERRI; HUNTER ROSILAND; MATTHEWS MANDY; MEEKS SAUNDRA; RICE RAE; RINGGOLD ANGIE

**Subject:** Pregnancy numbers

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If possible, please send me your numbers this morning.  
Thanks so much.

**Cynthia Hines, RN, NCSN**

Facilitator of Health Services  
Division of Equity and Pupil Services  
Pulaski County Special School District  
925 East Dixon Road  
Little Rock, AR 72206  
Office: (501) 234-2017  
Fax: (501) 490-1352  
Email: [chines@pcssd.org](mailto:chines@pcssd.org)



**From:** DAVIDSON AMY  
**Sent:** Thursday, January 17, 2013 10:15 AM  
**To:** HINES CYNTHIA  
**Subject:** RE: Pregnancy numbers

As of right now, my number is at 0.

**Amy Davidson, RN**  
School Nurse  
Maumelle Middle School  
1000 Carnahan Drive  
Maumelle, AR 72113  
Phone: 501-851-8990  
Fax: 501-851-8988  
[adavidson@pcssd.org](mailto:adavidson@pcssd.org)

---

**From:** HINES CYNTHIA  
**Sent:** Thursday, January 17, 2013 10:13 AM  
**To:** BURROW LAURA; DAVIDSON AMY; FOLTZ SHENA; MARTIN PENNEY; PATTERSON LAKESHA; WAGGONER SHERRI; HUNTER ROSILAND; MATTHEWS MANDY; MEEKS SAUNDRA; RICE RAE; RINGGOLD ANGIE  
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**From:** WAGGONER SHERRI  
**Sent:** Thursday, January 17, 2013 10:54 AM  
**To:** HINES CYNTHIA  
**Subject:** RE: Pregnancy numbers

1 here @ NWMS

Sherri Waggoner BSN, RN  
PCSSD Nurse  
Northwood Middle School  
10020 Bamboo Lane  
NLR, AR 72120  
Phone 501-833-1170  
Fax 501-833-1178

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Cynthia Hines, RN, NCSN

Facilitator of Health Services

Division of Equity and Pupil Services



Pulaski County Special School District

925 East Dixon Road

Little Rock, AR 72206

Office: (501) 234-2017

Fax: (501) 490-1352

Email: [chines@pcssd.org](mailto:chines@pcssd.org)<mailto:chines@pcssd.org>



**From:** RICE RAE  
**Sent:** Thursday, January 17, 2013 11:25 AM  
**To:** HINES CYNTHIA  
**Subject:** RE: Pregnancy numbers

7 pregnancies: 1 delivered 1/14/13, 2 dropped out, 1 moved, 3 left with due dates of 2/17/13, 2/26/13, and 4/30/13

**Rae Rice, RN, BSN**  
Mills High School  
1205 E. Dixon Rd  
Little Rock, AR 72206  
phone: (501) 490-5700  
fax: (501) 490-5709  
email: rrice@pcssd.org



---

**From:** HINES CYNTHIA

**Sent:** Thursday, January 17, 2013 10:13 AM

**To:** BURROW LAURA; DAVIDSON AMY; FOLTZ SHENA; MARTIN PENNEY; PATTERSON LAKESHA; WAGGONER SHERRI; HUNTER ROSILAND; MATTHEWS MANDY; MEEKS SAUNDRA; RICE RAE; RINGGOLD ANGIE

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**Cynthia Hines, RN, NCSN**

Facilitator of Health Services

Division of Equity and Pupil Services

Pulaski County Special School District

925 East Dixon Road

Little Rock, AR 72206

Office: (501) 234-2017

Fax: (501) 490-1352

Email: [chines@pcssd.org](mailto:chines@pcssd.org)



**From:** BURROW LAURA  
**Sent:** Thursday, January 17, 2013 2:39 PM  
**To:** HINES CYNTHIA  
**Subject:** RE: Pregnancy numbers

No pregnancies this year so far!!! yeah!!

SHHS: had 2 pregnant, 1 delivery, 1 miscarriage.

Laura Burrow, RN BSN  
Sylvan Hills Middle School  
10001 Johnson Drive  
Sherwood AR 72120  
email: [lburrow@pcssd.org](mailto:lburrow@pcssd.org)  
Phone: 501-833-1120  
Fax: 501-833-1137

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**To:** BURROW LAURA; DAVIDSON AMY; FOLTZ SHENA; MARTIN PENNEY; PATTERSON LAKESHA; WAGGONER SHERRI; HUNTER ROSILAND; MATTHEWS MANDY; MEEKS SAUNDRA; RICE RAE; RINGGOLD ANGIE  
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**From:** HUNTER ROSILAND  
**Sent:** Friday, January 18, 2013 8:59 AM  
**To:** HINES CYNTHIA  
**Subject:** RE: Pregnancy numbers

Hi Cynthia, Jacksonville High currently has 6 in pregnancy phases, and 2 more that delivered at the beginning of school this year. Rosiland

Rosiland Hunter, MNSC, BSN, RN  
Jacksonville High School -School Nurse  
2400 Linda Lane, Jacksonville, AR 72076  
(501)982-2128-Phone  
(501) 9821692-Fax

---

**From:** HINES CYNTHIA  
**Sent:** Thursday, January 17, 2013 10:13 AM  
**To:** BURROW LAURA; DAVIDSON AMY; FOLTZ SHENA; MARTIN PENNEY; PATTERSON LAKESHA; WAGGONER SHERRI; HUNTER ROSILAND; MATTHEWS MANDY; MEEKS SAUNDRA; RICE RAE; RINGGOLD ANGIE  
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Little Rock, AR 72206  
Office: (501) 234-2017  
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Email: [chines@pcssd.org](mailto:chines@pcssd.org)



**From:** RINGGOLD ANGIE  
**Sent:** Friday, January 18, 2013 11:59 AM  
**To:** HINES CYNTHIA  
**Subject:** RE: Pregnancy numbers

Good morning Cynthia! So sorry I didn't get back with you yesterday. I was at a screening at Jax Middle, then got busy when I got back. Myself and the counselors know of only one student that has delivered this year, we know of none that are pregnant. Hope that you have a great weekend!

---

**From:** HINES CYNTHIA  
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**To:** BURROW LAURA; DAVIDSON AMY; FOLTZ SHENA; MARTIN PENNEY; PATTERSON LAKESHA; WAGGONER SHERRI; HUNTER ROSILAND; MATTHEWS MANDY; MEEKS SAUNDRA; RICE RAE; RINGGOLD ANGIE  
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Fax: (501) 490-1352  
Email: [chines@pcssd.org](mailto:chines@pcssd.org)



**From:** MEEKS SAUNDRA  
**Sent:** Friday, January 18, 2013 1:24 PM  
**To:** HINES CYNTHIA  
**Subject:** RE: Pregnancy numbers

I am happy to report that we do not have any pregnancies or births this year (to my knowledge)!  
Saundra

**Saundra Meeks, RN**  
Robinson High School

501-868-2400

[smeeks@pcssd.org](mailto:smeeks@pcssd.org)

---

**From:** HINES CYNTHIA  
**Sent:** Thursday, January 17, 2013 10:13 AM  
**To:** BURROW LAURA; DAVIDSON AMY; FOLTZ SHENA; MARTIN PENNEY; PATTERSON LAKESHA; WAGGONER SHERRI; HUNTER ROSILAND; MATTHEWS MANDY; MEEKS SAUNDRA; RICE RAE; RINGGOLD ANGIE  
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**From:** mdjones@pcssd.org

**Sent:** Tuesday, April 9, 2013 6:34 PM

**To:** Adrienne McGill

**Subject:** Huffington Post article: Arkansas Senate Votes To Axe Planned Parenthood, Sex Ed Funding

From Huffington Post: [http://www.huffingtonpost.com/2013/04/09/arkansas-planned-parenthood-sex-ed\\_n\\_3047024.html](http://www.huffingtonpost.com/2013/04/09/arkansas-planned-parenthood-sex-ed_n_3047024.html)

Sent from my iPhone



**From:** O'Neal, Erica  
**Sent:** Wednesday, April 24, 2013 9:35 AM  
**To:** 'YOUNG CANDACE'  
**Subject:** Summer Talk  
**Attachments:** image001.png

Good Morning Ms. Young,

I'm making contact with you to do my Summer Installment of STIs Scared Straight. LOL. These are the days I'm available:

Monday May 6 and Wednesday May 8

Thursday May 16

Monday May 20, Tuesday May 21, Wednesday May 22

Let me know which one of them works for you all.

Erica D. O'Neal, BS, CHES | *Health Educator*

**Planned Parenthood of the Heartland**

5921 West 12th Street, Suite C | Little Rock, AR 72204

Office: 501.485.0985 | Fax: 501.801.0205

[erica.o'neal@ppheartland.org](mailto:erica.o'neal@ppheartland.org) | [www.ppheartland.org](http://www.ppheartland.org)

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**From:** O'Neal, Erica  
**Sent:** Wednesday, October 30, 2013 5:30 PM  
**To:** 'YOUNG CANDACE'  
**Subject:** Dates

Ms. Young,

These are the dates I have available let me know what works for you all:

November  
Tuesdays 5,12,19  
Wednesdays 6, 13, 20  
Fridays 15, 22

December  
Tuesdays 3, 10  
Wednesdays 4, 11  
Fridays 6, 13



---

Planned Parenthood of the Heartland

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**From:** YOUNG CANDACE  
**Sent:** Tuesday, November 5, 2013 10:01 AM  
**To:** MITCHELL BRENT  
**Subject:** FW: Dates  
**Attachments:** image001.png

Which day is good for Fuller?

Candice M. Young  
[cyoung@pcssd.org](mailto:cyoung@pcssd.org)  
Fuller Middle School  
School Counselor  
501-490-5730

---

**From:** O'Neal, Erica <Erica.ONeal@PPHeartland.org>  
**Sent:** Wednesday, October 30, 2013 5:30 PM  
**To:** YOUNG CANDACE  
**Subject:** Dates

Ms. Young,

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Wednesdays 6, 13, 20  
Fridays 15, 22

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Fridays 6, 13

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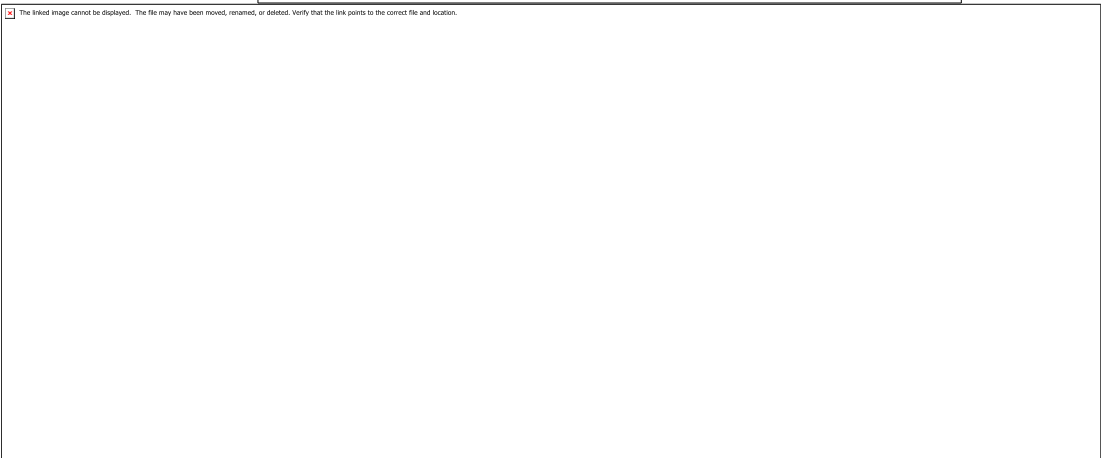
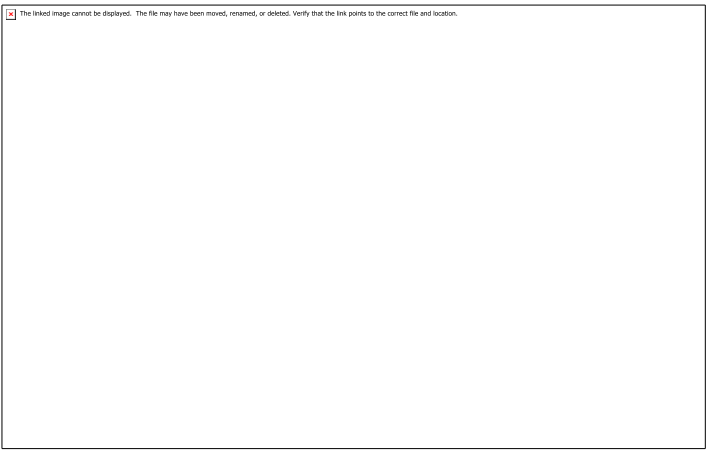
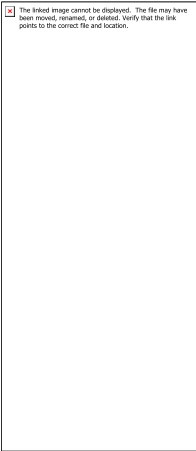


**From:** Language Learning  
**Sent:** Saturday, April 5, 2014 5:07 PM  
**To:** tgarrison2704@pcssd.org  
**Subject:** Ready to speak multiple languages? 61708842

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This email was intended for [tgarrison2704@pcssd.org](mailto:tgarrison2704@pcssd.org)





**From:** Arkansas Pregnancy Resource Center / St. Joseph's Helpers

**Sent:** Thursday, July 17, 2014 10:02 AM

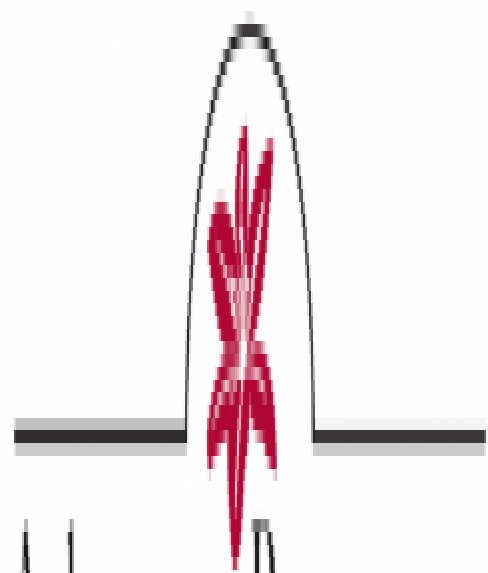
**To:** [blashbrook@pcssd.org](mailto:blashbrook@pcssd.org)

**Subject:** My Independence Day

My Independence Day  
July 2014

[View this email in your browser](#)





# Arkansas Pregnancy Resource Center

*St. Joseph's Helpers*

My Independence Day



This generation of youth, known as the Millennials, is accustomed to technology, "Selfies", and independence. Now ranging in age from 18 to 33, they are relatively unattached to organized politics and religion, linked by social media, burdened by debt, distrustful of people, in no rush to marry and still optimistic about the future. These are precisely the demographics targeted by Planned Parenthood and the majority of the clients seen at the Arkansas Pregnancy Resource Center (APRC).

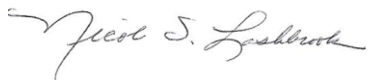
Young people with the touch of a button are told "For nearly 100 years, Planned Parenthood has promoted a commonsense approach to women's health and well-being, based on respect for each individual's right to make informed, independent decisions about health, sex, and family planning. Abortion is a safe and legal way to end pregnancy." This safe, easy, unattached and independently chosen decision by the mother is accepted by the Millennials in America.

However, I have faith in the younger generation. Today's Millennials also have easy access to counter arguments on issues of abortion. The internet is a tool developed by humans in order to share all information. As each of us is given the gift of Free Will, we are all accountable for our actions. God has chosen us to follow Him and obey His commandments. So no matter how independent we think we are, God is forever watching over us.

John 15:16

You have not chosen me: but I have chosen you; and have appointed you, that you should go and should bring forth fruit; and your fruit should remain: that whatsoever you shall ask of the Father in my name, he may give it you.

In Christ,

A handwritten signature in cursive script, reading "Nicole S. Lashbrook". The signature is written in dark ink and is positioned above the printed name.

Nicole S. Lashbrook





### Client Story

A young woman walked into the APRC for a pregnancy test. "Debbie" had been there before with her first pregnancy but did not enroll in parenting classes. This time, Debbie did not want to be pregnant. She already had an 11 month old child and did not see how she could manage two children. More importantly, Debbie and the father of the baby just broke off their relationship. Debbie did not want to be tied to this man because of a pregnancy. She was happy to be on her own and working towards her own goals.

The nurse offered Debbie an ultrasound to determine the gestational age of the baby. The ultrasound revealed an eight and a half week old baby. Seeing the heartbeat and fetal movement had



### Thank You for YOUR Support

The Jacksonville Chapter of the Ladies of the Knights, lead by Louise Kieffer, answered the prayer for diapers requested by St. Joseph's Helpers. Ms. Kieffer's organization donated more than 10 boxes of large sized diapers to the Center.

Many times supporters of the ministry consider the needs of mothers with a newborn baby. While support for these families is needed, it is not representative of all clients. Many women who attend individual classes in the Earn While You Learn (EWYL) program take over 18 months to complete the curriculum. During that period of time the volunteers have the ability to watch babies grow from an infant into a toddler. That is why the need for larger sized diapers is also requested by clients.

Additionally, the Knights of Columbus Council 10167 from Christ the King, lead by Grand Knight Paul Lewis, Jr., took up a collection of diapers at a Monday Council meeting. These donations are crucial during the summer months when donations



a profound effect on Debbie. She gasped when viewing the screen and started to cry. Debbie then said, " I can't have an abortion. That's a human baby!"

That human baby is now part of Debbie's life and her growing family.



### Someone Should do Something!

YOU can be that someone!  
Everyone has a talent. Explore the ministry of St. Joseph's Helpers at the APRC to see where YOU can use your gifts. Below outlines some of our most urgent needs:

#### Translator

Recently we've seen an increase of women seeking care who do not speak English. If you speak Spanish and are willing to serve as a translator, we need YOU! Times are flexible.

tend to slow down. Thank you for supporting the ministry of St. Joseph's Helpers with your gifts in kind.



### Shop for Life

Are you an online shopper? Do you do research on the internet? Did you know there is a way to make everyday work on the internet profitable to St. Joseph's Helpers? There is! All you need to do is change your search engine preference to GoodSearch, register your account to be linked to the Arkansas Pregnancy Resource Center and you're set! Try it today! In 2013 \$111 were raised for the center. Sign up today and let's try to double our success!



[Donate Now](#)



Share



Tweet



Forward



+1



### Client Advocate

Do you want to offer hope directly to a woman in need? If so the APRC will train you in providing accurate information and assessing a woman's needs. To qualify for this role, you must be willing to help at least 4 hours a month.

### Individual Educator

Would you like to mentor a mom? Volunteers are needed to share their parenting experiences with expectant mothers. Individual Educators offer practical support and mentoring through individual video-lead classes.

**Act NOW! Call or Email Tracy**



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You are receiving this email because you wanted to receive more information on the Arkansas Pregnancy Resource Center / St. Joseph's Helpers.

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Arkansas Pregnancy Resource Center / St. Joseph's Helpers  
3 Office Park Drive  
Suite 101  
Little Rock, AR 72211

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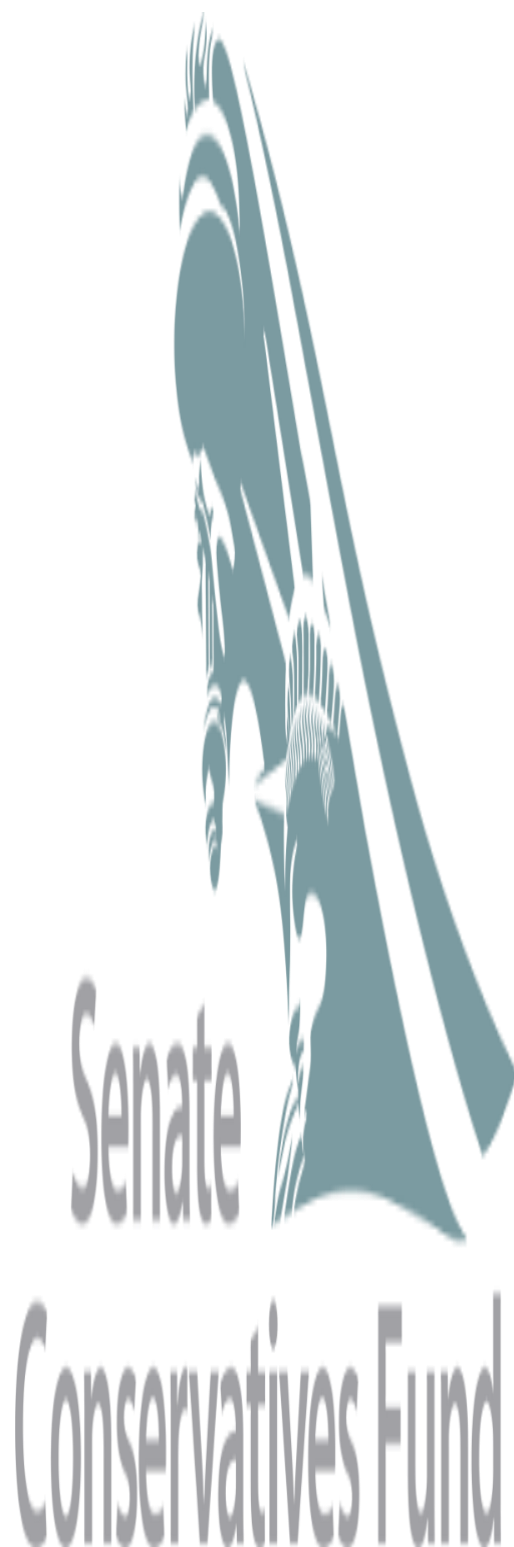




**From:** Senate Conservatives  
**Sent:** Saturday, August 23, 2014 7:35 PM  
**To:** Ann Nicholas  
**Subject:** Important Announcement

Please support conservative Tom Cotton over liberal Mark Pryor in the race for U.S. Senate in Arkansas.

Can't read this email? [Click here.](#)





Fellow Conservatives:

We are very proud to support Tom Cotton for U.S. Senate in Arkansas.

Tom Cotton is a strong conservative leader who will stand up to President Obama and fight to stop the massive spending and debt that are destroying our country.

Tom knows what it means to fight for freedom. He served as an active duty Infantry Officer and completed combat tours in Iraq and Afghanistan.

Between tours, he served as a platoon leader with the Old Guard at Arlington National Cemetery, the unit responsible for military honors funerals. Tom's military decorations include the Bronze Star Medal, Combat Infantry Badge and Ranger Tab.



Tom Cotton is a principled conservative who believes in limited government, free markets, and constitutional government.

If he's elected to the U.S. Senate, Tom Cotton will fight to repeal Obamacare, balance the budget, and secure our borders.

Please make a contribution to Tom Cotton's U.S. Senate campaign today.

We need to raise \$50,000 for him as soon as possible. The election is just over 70 days away so we have no time to waste.

SCF pays all processing fees so 100% of the money you contribute to Tom Cotton will go directly to his campaign.

TOM COTTON VS. MARK PRYOR



Tom Cotton is running against Senator Mark Pryor (D-AR), a liberal who has voted with President Obama more than 90% of the time.

Senator Pryor voted for the president's \$787 billion stimulus bill, he was the deciding vote for Obamacare, and he sided with the president in supporting the bailout of Wall Street banks.



Senator Pryor also voted to give illegal immigrants amnesty and Social Security benefits. He even voted against building a border fence three times.

Unlike Tom Cotton who is pro-life, Senator Pryor voted for taxpayer-funded abortions through Planned Parenthood. And Pryor voted for liberal Supreme Court justices like Sonia Sotomayor and Elena Kagan.

It's time to retire Mark Pryor and conservatives across the country can make it happen by making a contribution to Tom Cotton's conservative campaign.

This race is very close. It's rated as a "Toss Up" with Cotton currently leading Pryor by 3 points in the Real Clear Politics polling average.

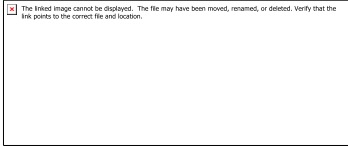
The Democrats are dumping money into this race to save Mark Pryor and to protect their majority in the Senate. If conservatives don't take action now to support Tom Cotton, this race could slip away.

Please join us in supporting this outstanding leader. Make a contribution of \$25, \$50, \$100, or more to Tom Cotton's campaign today.

Thank you for everything you do to fight for principled candidates. Together, we can stop President Obama's liberal agenda and take America back!



Sincerely,



Ken Cuccinelli II

President

Senate Conservatives Fund

[@KenCuccinelli](#) / [@SCF](#)

Please share this on Facebook and Twitter.



Senate Conservatives Fund is a grassroots organization that promotes conservative policies and helps elect conservative candidates to the U.S. Senate. SCF was founded by former Senator Jim DeMint (R-SC) and has helped elect principled leaders like Ted Cruz (R-TX), Mike Lee (R-UT), and Rand Paul (R-KY).

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**From:** marquez Hines  
**Sent:** Sunday, October 5, 2014 7:32 PM  
**To:** scollier1529@pcssd.org  
**Subject:** Article aa of 10/6/14

## No challenge expected on Missouri abortion law

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### The Associated Press

Sunday, October 5, 2014

JEFFERSON CITY, Mo. — A new Missouri law requiring a 72-hour abortion waiting period is set to take effect this week, and the state's only licensed abortion clinic isn't planning to try to stop it.

Although Planned Parenthood officials have denounced the Missouri law as "onerous" and "burdensome" for women, the organization isn't planning to file a lawsuit before the measure takes effect Friday. That's because abortion-rights groups have determined that their chances of success aren't that good.

"We've had our national attorneys from all of the leading women's health organizations in the country work with us, and we have a consensus that we do not have a route at this time to go to court and to stop this law from going into effect — as disappointing and as frustrating as that is," said Paula Gianino, president and CEO of Planned Parenthood of the St. Louis Region and Southwest Missouri.

An attorney for the American Civil Liberties Union, which has challenged other abortion laws, said it also has no plans to try to block the Missouri law from taking effect.

Missouri's law will impose the second longest abortion waiting period in the nation behind only South Dakota, where the 72-hour period can sometimes extend longer because it doesn't count weekends and holidays. Utah also has a 72-hour requirement, but unlike Missouri, Utah allows exceptions for rape, incest and other circumstances.

Utah's law has not been challenged in court.

A Planned Parenthood affiliate filed a federal lawsuit against South Dakota's law after it passed in 2011 and obtained a preliminary injunction that temporarily blocked it from taking effect. The lawsuit asserted that the waiting period imposed an "undue burden on women's reproductive rights" and violated their constitutional right to equal protection.

But that challenge was dropped in February 2013 at the request of Planned Parenthood. The organization noted that it had adjusted physicians' schedules at its only clinic in Sioux Falls to avoid weeks-long delays and didn't feel confident it could prevail in the 8th U.S. Circuit Court of Appeals, which it said had "ruled against women's interests time after time."

Missouri is covered by the same St. Louis-based federal appeals court.

Supporters of the 72-hour waiting period hope it will lead to fewer abortions by causing women to reconsider whether to go through with the procedure.



"Generally, reflection periods have been consistently upheld as constitutional by the U.S. Supreme Court and other federal and state courts," said Denise Burke, vice president of legal affairs at Americans United for Life. "Reflection periods support a truly informed choice."

About half the states, including Missouri, require abortion waiting periods of 24 hours, which were upheld by the U.S. Supreme Court in a 1992 case involving a Pennsylvania law. The movement toward three-day waiting periods is relatively new, and it's not clear how long of a delay the courts would find reasonable.

Under Missouri's existing law, a doctor, nurse, counselor or social worker must first provide women information about medical risks and alternatives to abortion and offer them an opportunity for an ultrasound of the fetus.

The new law means that a woman wanting an abortion Friday would have to undergo a consultation on Tuesday. But in some cases, a woman could have to wait more than 72 hours, because the Planned Parenthood clinic in St. Louis doesn't perform abortions every day. A woman undergoing a consultation on Thursday would have to wait five days until an abortion could be performed the following Tuesday, Gianino said.

To spare women from driving twice to its St. Louis abortion clinic, Planned Parenthood is offering consultations at its offices in suburban St. Louis, Springfield and Joplin and hopes to develop a network of additional counselors around the state, Gianino said. It also anticipates referring more women for medication abortions at a suburban St. Louis clinic in Illinois, where there is no waiting law.

Although they have no immediate plans to sue, officials at Planned Parenthood and the ACLU left open the possibility of challenging the 72-hour waiting period after it has taken effect. That would require them to find a woman willing to serve as a plaintiff — perhaps someone who is a victim of rape or incest or whose circumstances would make it particularly burdensome to wait, said ACLU attorney Tony Rothert.



**From:** arsca-bounces@lists.state.ar.us on behalf of WHATLEY, SUSAN [swhatley@pcssd.org]  
**Sent:** Thursday, October 23, 2014 12:55 PM  
**To:** HOOPER, MARJORIE  
**CC:** Arsca@lists.state.ar.us  
**Subject:** Re: [Arsca] Sex education  
**Attachments:** Untitled attachment.txt

I would recommend contacting Arkansas Children's Hospital, Arkansas Department of Health, Arkansas Department of Education, Uof A County Cooperative Extension, UAMS and Planned Parenthood for suggestions and curriculum taught.

Susan Whatley

On Thu, Oct 23, 2014 at 11:56 AM, HOOPER, MARJORIE <[mhooper@pcssd.org](mailto:mhooper@pcssd.org)> wrote:

Our principal would like to have a program for our 9th grade to give them factual information regarding STD's and related health issues. Does anyone have a good contact for this type of program? The school nurse and I would appreciate any suggestions you have.

Thanks,

--

Marjorie Hooper, Counselor  
Robinson High School  
21501 Highway 10  
Little Rock, AR 72223  
Office number [501-868-2418](tel:501-868-2418)  
Fax [501-868-2405](tel:501-868-2405)

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Arsca mailing list

[Arsca@lists.state.ar.us](mailto:Arsca@lists.state.ar.us)

<http://list.k12.ar.us/mailman/listinfo/arsca>



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Arsca mailing list

Arsca@lists.state.ar.us

<http://list.k12.ar.us/mailman/listinfo/arsca>



**From:** bounce-31059868@hydroponicsrescue.com on behalf of Shed The Weight Fast  
[ShedTheWeightFast@hydroponicsrescue.com]  
**Sent:** Monday, January 26, 2015 2:24 PM  
**To:** cwilson@pcssd.org  
**Subject:** Simple Tip Gives You 6 Pack Abs

**[Dr. Oz suggests this weight loss ingredient](#)**

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**From:** bounce-13334709@bizlifeflow.com on behalf of Erase Tinnitus [EraseTinnitus@bizlifeflow.com]

**Sent:** Friday, February 6, 2015 6:53 AM

**To:** ksneed@pcssd.org

**Subject:** What is Really Affecting your Hearing Loss







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**From:** River Hunt

**Sent:** Monday, February 9, 2015 2:03 PM

**To:** BURNS 🔥

**Subject:** RosaParks.pdf

**Attachments:** RosaParks.pdf; Untitled attachment.txt



## Rosa Parks

I am gonna tell you about all the achievements of Rosa , when she was born, when she died, basically the biography of Rosa from the point of view of me.

Rosa Parks was born February 4th, 1913 in Tuskegee Alabama. She was married to a man named Raymond Parks. She had a pretty good education which was uncommon for a black women in her time. She went to high school at Highlander fork, and then went in to attend the Alabama state teachers college for African Americans. Her parents names were mother- Leona McCauley, and father- James McCauley. She grew up in a home with one younger brother named Sylvester . When her mother and father split up she moved with her mother to live with her grandparents in a farm just outside of Montgomery Alabama. She had very poor health growing up as a child having tonsillitis and being in and out of the hospital for a couple time.

Now to tell you about the achievements of Rosa . We all know what Rosa was famous for and the was the Montgomery Bus Boycott. When African –American passengers boarded the bus they had to get on the front of the bus when the was filed up and more white passengers got on, the bus driver would move back the sign separating black and white passengers, and if necessary ask black passengers to give up their seats. On December 1, 1955 after work Rosa Parks boarded the Cleveland Avenue bus to go home, she took a seat in the first several rows that was designated for the colored passengers. As the bus was going the bus driver noticed that all the seats was taken up in the white section, and that white passengers was standing in the aisle, so he stopped the bus and moved the sign separating the two sections back one row and asked four black passengers to give up their seats. Three of them got up but Rosa refused and remained seated, the driver called the police and had her arrested and charged with Chapter 6 section 11. Although she became a symbol of the civil rights movement, Rosa suffered hardship in the months following her arrest in Montgomery and the subsequent boycott. She lost her job and her husband was fired after his boss told him not to talk to him wife and their legal case. They later moved to Detroit, Michigan. Rosa made a life herself, working as a secretary and receptionist in. She also served on the board of the Planned Parenthood federation of American. In 1987, Rosa founded the Rosa and Raymond Parks Institute for Self-Development. The organization runs "Pathways to Freedom" bus tours, introducing young people to important civil rights and Underground Railroad sites




throughout the country. In 1992, Rosa published *Rosa Parks: My Story*, an autobiography recounting her life in the segregated South. In 1995, she published *Quiet Strength* which includes her memoirs and focuses on the role that religious faith played throughout her life. Rosa Parks received many accolades during her lifetime, including the Spingarn Medal, the NAACP's highest award, and the prestigious Martin Luther King Jr. Award. On September 9, 1996, President Bill Clinton awarded Parks the Presidential Medal of Freedom, the highest honor given by the United States' executive branch. The following year, she was awarded the Congressional Gold Medal, the highest award given by the U.S. legislative branch. In 1999, TIME magazine named Rosa Parks on its list of "The 20 most influential People of the 20th Century. On October 24, 2005, at the age of 92, Rosa Parks quietly died in her apartment in Detroit, Michigan. She had been diagnosed the previous year with progressive dementia.




Sent from my iPad




**From:** bounce-4050617@namecardfengshui.com on behalf of SecureYourHome  
[SecureYourHome@namecardfengshui.com]  
**Sent:** Thursday, March 5, 2015 11:13 AM  
**To:** awilliams@pcssd.org  
**Subject:** Get protection with ADT Monitoring limited time less than \$1 a day




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PO BOX 58995, Seattle, WA 98138








**From:** bounce-5695325@mrfficklepickle.com on behalf of Secure Your Home  
[SecureYourHome@mrfficklepickle.com]  
**Sent:** Wednesday, April 1, 2015 5:35 AM  
**To:** glyon@pcssd.org  
**Subject:** Help protect your most valuable assets





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**From:** bounce-5302644@abvcheck.net on behalf of SecureYourHome ADT Auth Co  
[SecureYourHomeADTAuthCo@abvcheck.net]  
**Sent:** Thursday, April 2, 2015 5:13 AM  
**To:** jimmy.hogg@pcssd.org  
**Subject:** ADT offer, monitored system, get equipment for \$0





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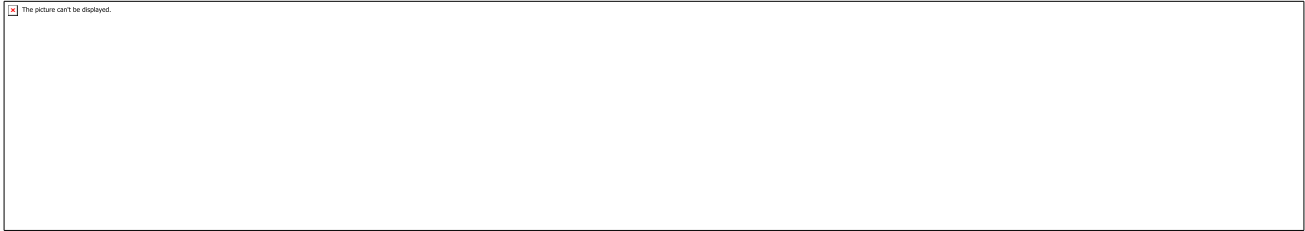
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**From:** Planned Parenthood of the Heartland  
**Sent:** Thursday, April 2, 2015 3:35 PM  
**To:** gwhite1438@pcssd.org  
**Subject:** Only a few hours left to participate in ArkansasGives!



Time is running out to participate in the first ever ArkansasGives!

Friend,

We've already seen an amazing turnout of support today for Arkansas nonprofits. Help us finish this first ArkansasGives with a bang.

To those who have already participated today, we would like to sincerely thank you for your generous support! If you haven't already done so, please consider participating in this statewide giving event by making a donation BY 8 p.m. TODAY to Planned Parenthood of the Heartland. Donations made during ArkansasGives remain within our Arkansas communities and will help us to be able to continue to provide safe, accessible and nonjudgmental health care for women, teens, men and families.

Here's How You Can Help:

- [Click here to give to PPHeartland](#) before 8 p.m. today. Please note that all ArkansasGives gifts must be made by credit card (including American Express, Visa, Discover and MasterCard and debit cards bearing the Visa or MasterCard symbol). The minimum gift is \$25.
- Share a message on social media or by email to let your friends know why you support us and why they should, too. Tag us on [Facebook](#), [Twitter](#) or [Instagram](#) so we can share your generosity with our followers.
- Visit [ArkansasGives.org](#) to track our progress on the leaderboards throughout the day.

What do you support when you give?

Your gift supports accessible, nonjudgmental care and education for women, men and teens. In our 2014 fiscal year, we saw 3,968 patients in Arkansas, providing a wide range of health services, including cervical and breast cancer screenings, birth control, sexually transmitted infection testing and treatment, HIV testing, vaccinations and immunizations, pregnancy testing, emergency contraception, abortion information and



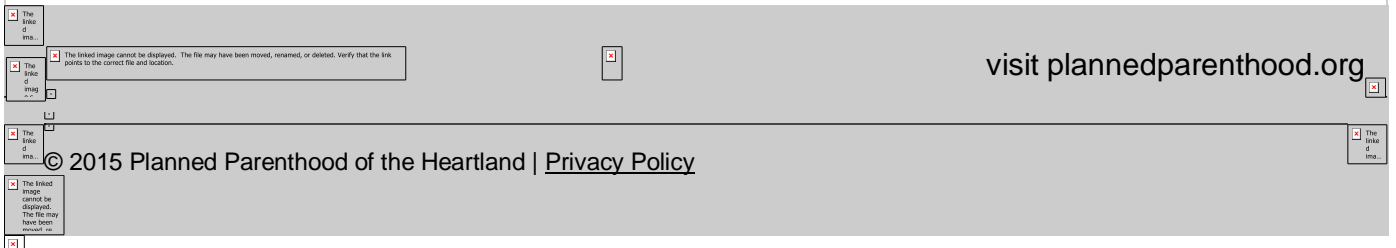
options, and adoption referral. Our educators hosted 152 education programs that reached 3,979 teens, adults, parents, families and other professionals in Arkansas.

Have questions?

Please contact Suzanne Overgaard at 501.485.0985 ext. 4 or via [email](#).

To browse through participating nonprofits and for more information about Arkansas Gives, click [here](#).

Thank you for your support. Your help makes a huge difference!



This message was sent to [gwhite1438@pcssd.org](mailto:gwhite1438@pcssd.org). Visit your

[email preferences page](#)

to modify your email communication preferences or update your personal profile.



**From:** Martin Fox  
**Sent:** Tuesday, April 14, 2015 1:34 PM  
**To:** Angela Bulhoses  
**Subject:** A HUGE Victory!



Dear Angela,

Thanks to the contributions of NPLA members, you and I were able to expose pro-abortion politicians and mobilize hundreds of thousands of pro-lifers in the final days before the recent midterm elections.

And after the dust settled, the voices of the voters were heard loud and clear.

State by state, pro-abortion politicians saw their careers end in the blink of an eye, even as the nation's largest abortion provider, Planned Parenthood, funneled over \$20 Million into the targeted races in the last few weeks.

In fact pro-lifers played critical roles in defeating 4 pro-abortion incumbents while winning new pledged pro-life Senators in open seat races in Montana, South Dakota, and Georgia.

And of our 32 targeted House districts, pledged Life at Conception Act supporters won in 28 of them.

Of course, even though a record number of new elected officials pledge to support the Life at Conception Act or otherwise claim to be pro-life, our work has just begun.

As you've no doubt noticed, politicians can talk a big game while they are out seeking votes.

But what matters most is what they do.

Now you and I will have a lot to do in 2015 if we are to continue building momentum to protect innocent life from the moment of conception.

That's why in the 114th Congress, we will be accelerating the drive for the Life at Conception Act to legislatively overturn Roe v. Wade.

And we'll be exposing the positions of politicians who run for office promising to protect the unborn, but who back away from their promises once safely in office.



But we can't do it without you.

That's why it's vital you stand with us as we continue to fight for the protection of the Sanctity of Life in the new Congress.

Thank you -- Thank you again for all that you've done.

For Life,

A handwritten signature in blue ink that reads "Martin Fox". The signature is stylized with a large, sweeping "M" and a checkmark-like flourish at the end.

Martin Fox, President  
National Pro-Life Alliance

P.S. If you can, please chip in with a contribution by clicking here. Your National Pro-Life Alliance is entirely dependent on voluntary contributions to keep our vital programs running. We receive no government funding.

---

To help NPLA grow, please consider forwarding this message to a friend.

This message was intended for: [abulhoes@pcssd.org](mailto:abulhoes@pcssd.org)  
You were added to the system April 11, 2015. For more information [click here](#).  
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**From:** Arkansas Pregnancy Resource Center / St. Joseph's Helpers

**Sent:** Friday, May 1, 2015 1:47 PM

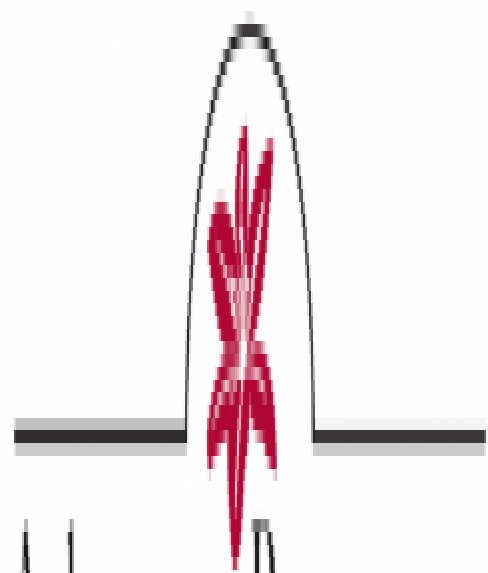
**To:** [blashbrook@pcssd.org](mailto:blashbrook@pcssd.org)

**Subject:** I Have a Plan

I Have a Plan  
May 2015

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# Arkansas Pregnancy Resource Center

*St. Joseph's Helpers*

I Have a Plan



Most people develop a plan when they have a goal in mind. Ask any college student about the future and he or she will share with you goals and a roadmap for a successful career. However, what happens to that person when the road to success hits a speedbump?

When an unexpected pregnancy enters the life plan of a young adult, often he or she will turn to peers for guidance. Unfortunately, today's culture teaches our youth that a future plan is often more important than the current circumstance. The "bump in the road" is not valued as much as the planned destination. This is evident in the mission of Planned Parenthood when they state it is "the fundamental right of each individual, throughout the world, to manage his or her fertility, regardless of the individual's income, marital status, race, ethnicity, sexual orientation, age, national origin, or residence."

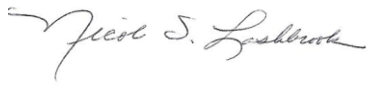
Society teaches today's youth to place more value in the idea of managing fertility along with their life's plan than the idea managing personal choices. Every action has a consequence. Choosing immediate sexual gratification without considering the possible life producing result goes against God's plan for fertility. At the APRC, our mission is to empower women to make a life affirming and healthy plan that honors their lives.

Jeremiah 29:11

"For surely I know the plans I have for you, says the Lord, plans for your welfare and not for harm, to give you a future with hope."

In Christ,





Nicole S. Lashbrook  
Executive Director



### Welcome to Motherhood

One pair of booties can soften the heart of women as they embrace the reality of the Gift of Life within them.

Donate a new package of newborn sized socks in time for Mother's Day.

Your gift makes a difference!

Call 501-227-7944 or email



PregnancyLittleRock.com  
to schedule a bootie drive at your  
school or place of business.



### 100 Hole Shoot Out

Six brave golfers enjoyed beautiful weather at Pleasant Valley Country Club's golf course to complete their task of raising funds for the Arkansas Pregnancy Resource Center. All together, our players raised over \$12,000 for the ministry. We actually had one golfer who succeeded in playing 100 holes of golf and has the blisters to prove it!

We could not fulfill the mission of St. Joseph's Helpers and serve the women who come through our doors were it not for our sponsors. Please click the image below to see all



sponsors and their websites.



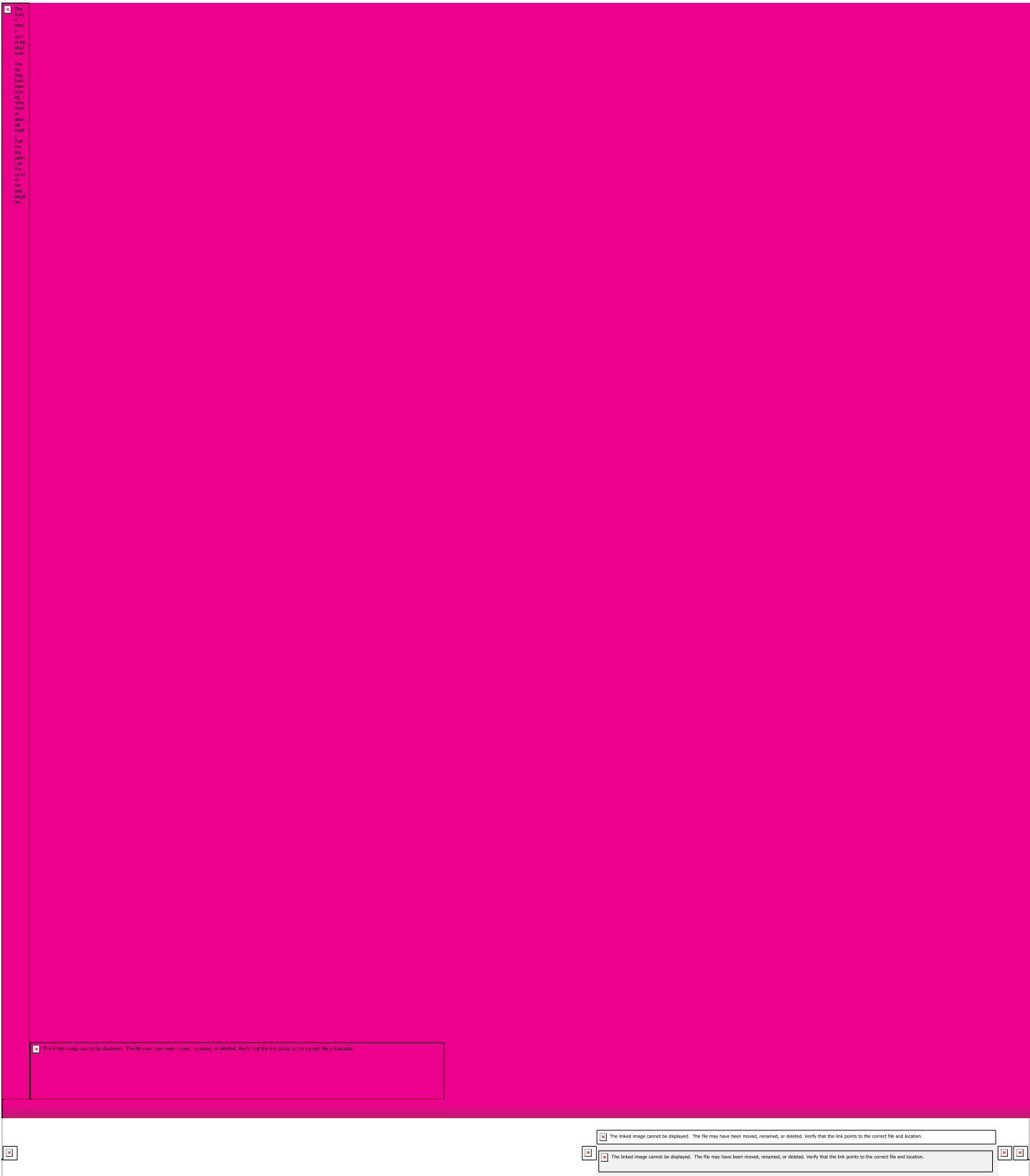
As crisis pregnancies are so common in our culture today, we will remain on the front lines offering help, hope, love and LIFE to those we serve. With your prayers and support, we are able to reach those who desperately need our services.







**From:** Cecile Richards, Planned Parenthood Action Fund  
**Sent:** Monday, May 11, 2015 9:42 AM  
**To:** gwhite1438@pcssd.org  
**Subject:** They won't stop at 20 weeks (take action now)





Dear supporter,

It's National Women's Health Week and anti-women's health politicians in the House of Representatives have chosen to launch yet another attack by voting on a bill to ban abortion at 20 weeks nationwide.

To be clear, abortion opponents are pushing this ban to chip away at abortion access altogether. After 20 weeks they'll go for 12, and then 6. They're actually calling this bill "the beginning of the end of abortion."

Stop the war on abortion rights. Tell your member of Congress to vote NO on the 20-week abortion ban.

Abortion opponents who helped elect the anti-women's health majority in Congress want to be rewarded for their efforts. Their prize? A new assault on abortion rights. But a majority of Americans oppose it. So the question is — can we get louder than a group of extremists trying to ram their anti-abortion agenda through Congress?

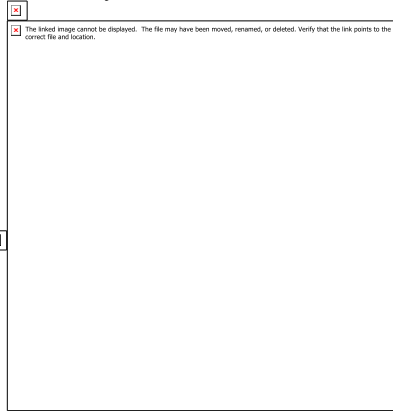
The House could vote any day now. We need you to take action now. Tell your member of Congress you're counting on them to vote NO on the 20-week abortion ban.

The politicians pushing this ban don't care about circumstances. Senator Lindsey Graham has promised to move quickly on this bill if it passes the House. We have to stop this now.

Politicians are not doctors. Tell your representative: Reject this extreme bill.

Thanks for speaking up when it counts, again and again.

Sincerely,



Cecile Richards, President  
Planned Parenthood Action Fund

"This is the beginning of the end of abortion."

Abortion opponents are hungry to ban abortion at 20 weeks nationwide — and it's up to us to stop it.

Tell your member of Congress to vote NO on the 20-week abortion ban.

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Send your Message

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visit [plannedparenthoodaction.org](https://plannedparenthoodaction.org)

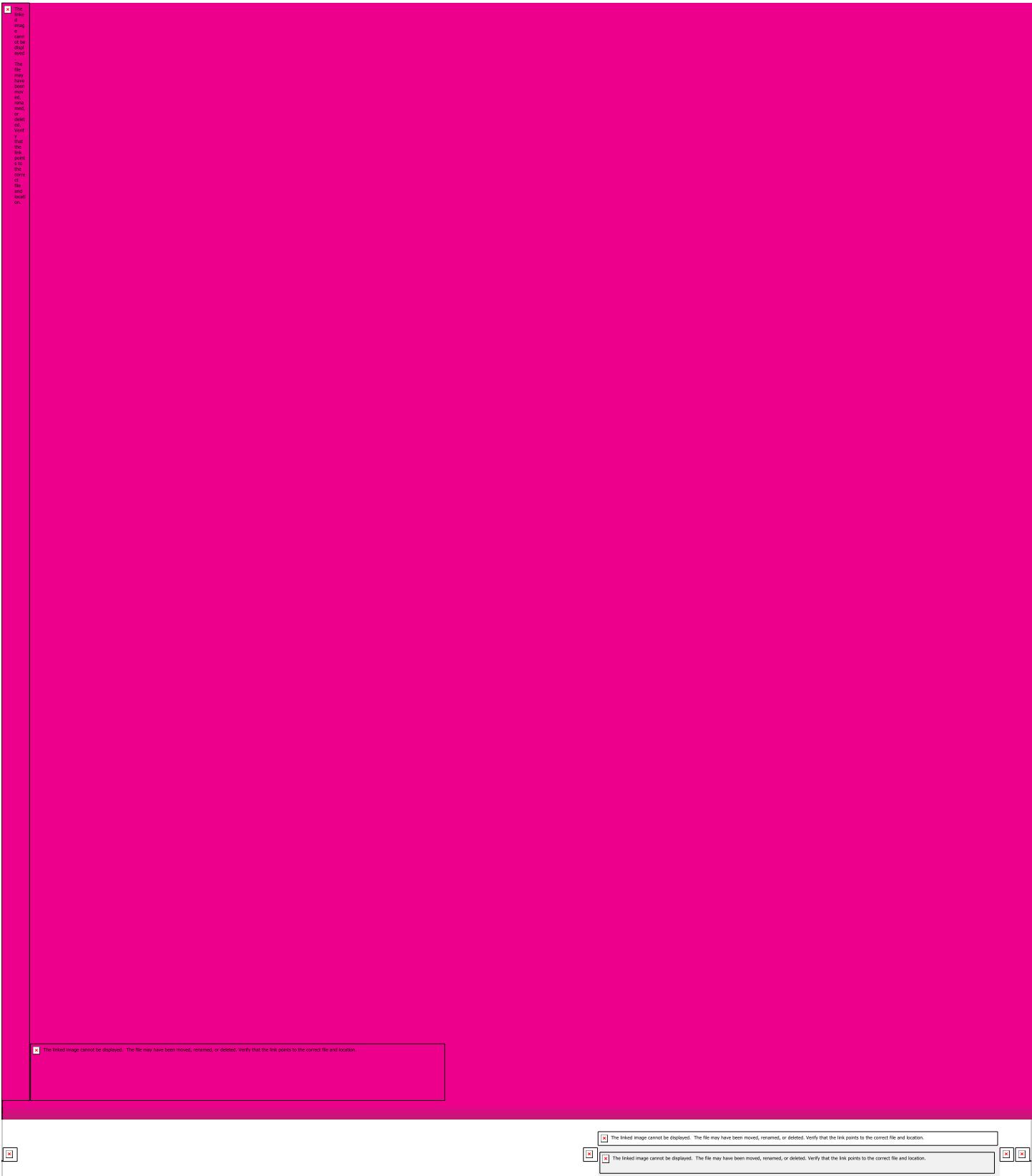
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**From:** Cecile Richards, Planned Parenthood Action Fund  
**Sent:** Tuesday, May 12, 2015 11:44 AM  
**To:** gwhite1438@pcssd.org  
**Subject:** CALL NOW: House vote coming on abortion ban



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Dear Supporter,

In the next 24 hours, the House of Representatives will vote on a bill that would ban abortion at 20 weeks nationwide.

Even worse, they are holding the vote during, of all things, National Women's Health Week. Out-of-touch politicians have no business standing between a woman and her doctor and definitely should not interfere with her personal medical decisions — if these gynoticians get their way, this bill could be the beginning of the end of safe and legal abortion in this country.

The vote is expected tomorrow, so this is your last chance to have your say and tell your U.S. representative where you stand.

Your member of Congress needs to hear from you right now. Click here to call right now and tell your representative to vote NO on the 20-week abortion ban, previously introduced as HR 36.




If we don't stop this bill now, it will zoom to the Senate — where Senator Lindsey Graham has promised to reintroduce the bill and Senate Majority Leader Mitch McConnell will be ready to try and push it into law. We've successfully stopped this ban in the past — in January the bill was controversial enough that the vote got postponed.

But abortion opponents who helped elect the anti-women's health majority want what they worked for — an all out assault on abortion rights. They've pushed so hard for this ban that even the Republican women who opposed it back in January now support it.

That's why we need an even louder outcry from the public to stop it this time. Will you speak out now?

Making a call only takes a minute, and it's the best way to make an impact at this crucial moment.

Here's what to do:

1.  Click here and enter your phone number to get a call from us — we'll connect you to your representative.
2.  Tell the staff member who answers that as a constituent, you're counting on your representative to stand up for women's health and rights by voting NO on the 20-week abortion ban.
3.  That's all you have to say, but if you'd like, feel free to share why this issue is so important to you.

That's all it takes to make sure your representative hears from you at this critical moment.

I know firsthand how powerful it can be when we raise our voices and take a stand for women's health and rights, so let's get those phones ringing off the hook on Capitol Hill. Make no mistake about it, abortion opponents are lighting up those phones as well — make your call right now.

The 20-week abortion ban is up for a vote in 24 hours.

Your representative needs to hear from you — now.

Click here to call right now and tell Rep. French Hill to vote NO on the 20-week abortion ban.

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Call Right Now

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Thanks for speaking up when it counts,



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Cecile Richards, President  
Planned Parenthood Action Fund



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P.S. Doubt your representative would vote against an abortion ban? That's even more reason to call. When we assume politicians won't support us because of their party or beliefs, we let them off the hook. Make sure your representative knows where you stand on this critical issue. And then make sure your friends and neighbors do so as well.



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**From:** Cecile Richards, Planned Parenthood Action Fund  
**Sent:** Friday, May 15, 2015 9:18 AM  
**To:** gwhite1438@pcssd.org  
**Subject:** Abortion ban passes House. Here's what's next

Tell your senators to vote NO on the 20-week abortion ban.

Send your Message

Dear Supporter,

Earlier this week, the House voted to ban abortion at 20 weeks nationwide. We expect anti-women's health senators to move fast. Tell your senators right now — vote NO on the 20-week abortion ban.

Abortion opponents are calling the 20-week ban "the beginning of the end of abortion." Why? Because if they succeed, they're going after 12- and 6-week bans next. Their endgame isn't limited to restricting abortion. It's banning it altogether for all women everywhere.

But as eager as our opponents are to take away our rights, the truth is, we can stop this bill. Senate passage will come down to a handful of votes. That's why it's crucial that every senator hears from us now.

Get your senators on record now. Do they stand with women's health and rights? Tell your senators to vote NO on the 20-week abortion ban.

The anti-abortion extremists pushing this bill aren't interested in a limited ban on abortions at 20 weeks of pregnancy. They have no intention of stopping there. They're setting the stage to take us backwards and undo decades of precedence and protections that women simply can't afford to lose.

This bill could move quickly through the Senate. There's no time to waste. Tell your senators: Reject this extreme bill.

Thank you for standing with Planned Parenthood.

The House of Representatives passed a bill to ban abortion at 20 weeks nationwide.

Now, it zooms to the Senate —  
and it's up to us to stop it.

Tell your senators to vote NO on  
the 20-week abortion ban.

## Send your Message



Sincerely,



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Cecile Richards, President  
Planned Parenthood Action Fund



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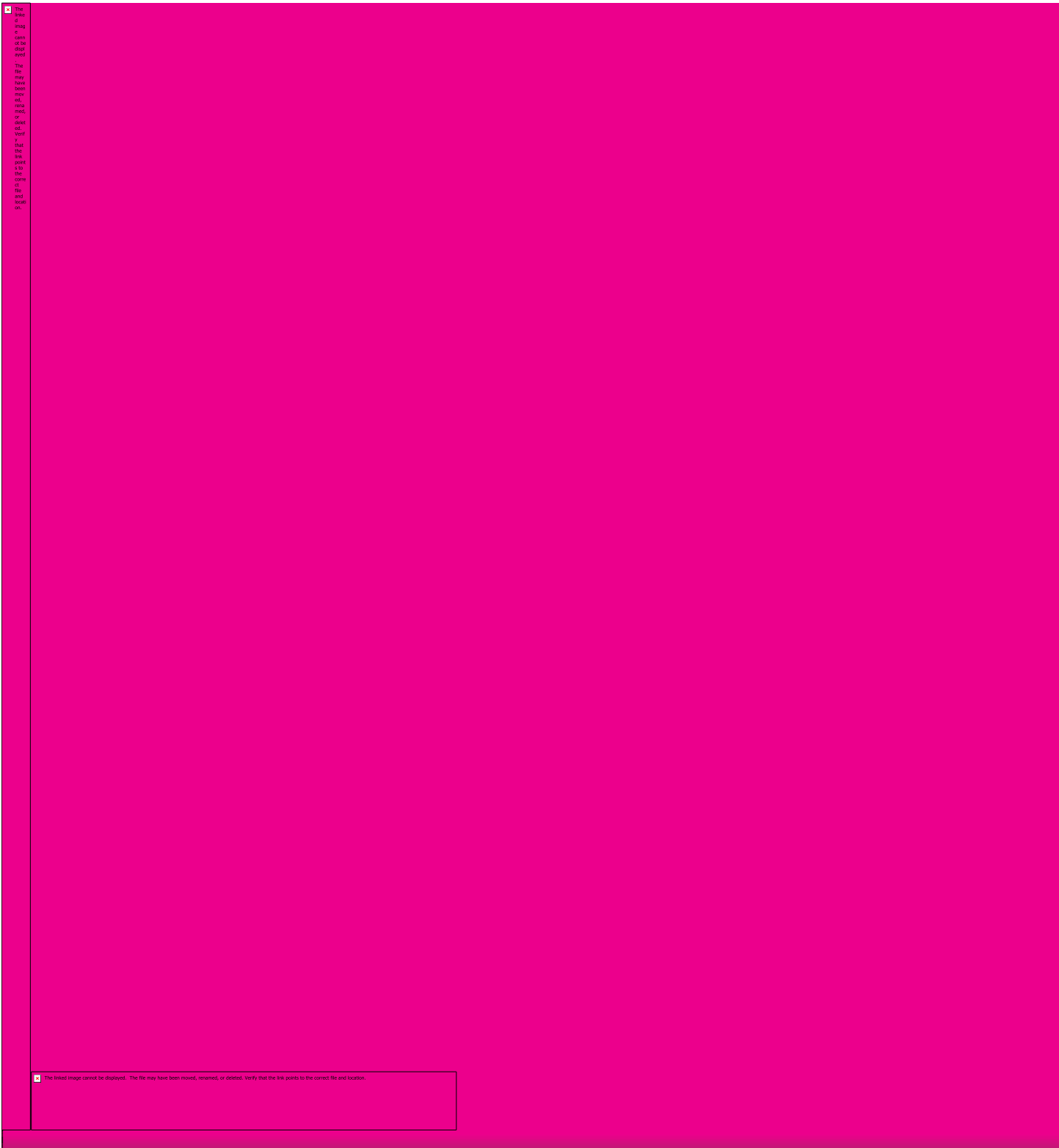
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**From:** Dawn Laguens, Planned Parenthood Action Fund  
**Sent:** Tuesday, May 19, 2015 7:00 AM  
**To:** gwhite1438@pcssd.org  
**Subject:** Who's the worst of the worst?



Hey Gayle,





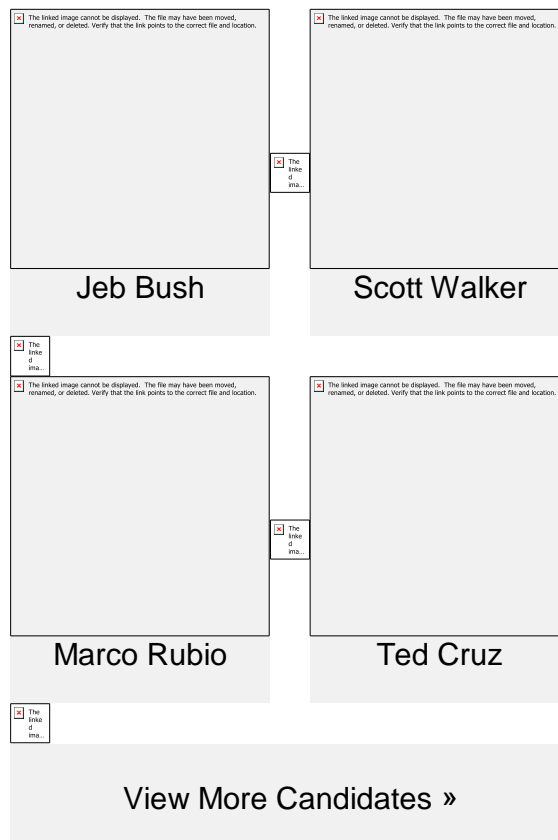
We're 18 months out from the 2016 presidential election, and already Republican candidates are in a race to the bottom when it comes to their positions on women's health and rights.

I know, I know. You might think it's too early to talk about the race for the presidency. Trust me, it feels way too early to me, too — but here's why it's important:

From talk of banning abortion outright to defunding Planned Parenthood health centers, these candidates (likely and official) are already making it clear: if they win, they'll make attacking women's access to care a top priority.

There's no question we'll be going all-out to stop any one of these politicians from making their plans a reality. But when it comes right down to it, which candidate do you think would be the worst for women's health and rights?

Click on a name to cast your vote:



It's up to us all, together, to make entirely sure that our next President of the United States is one who stands strong for women's health and rights. And that's going to mean calling out these anti-women's health candidates for their dangerous statements, and making sure our friends and family know what's at stake in this important election. It may feel far away, but with these potential candidates already entering the ring, we can't sit back and wait.

Thanks for taking a minute to let us know who you think poses the worst threat to women's health and rights. This is just the beginning, but together I know we can keep these anti-women's health lawmakers out of the White House in 2016, and out of our private health care decisions.

—Dawn



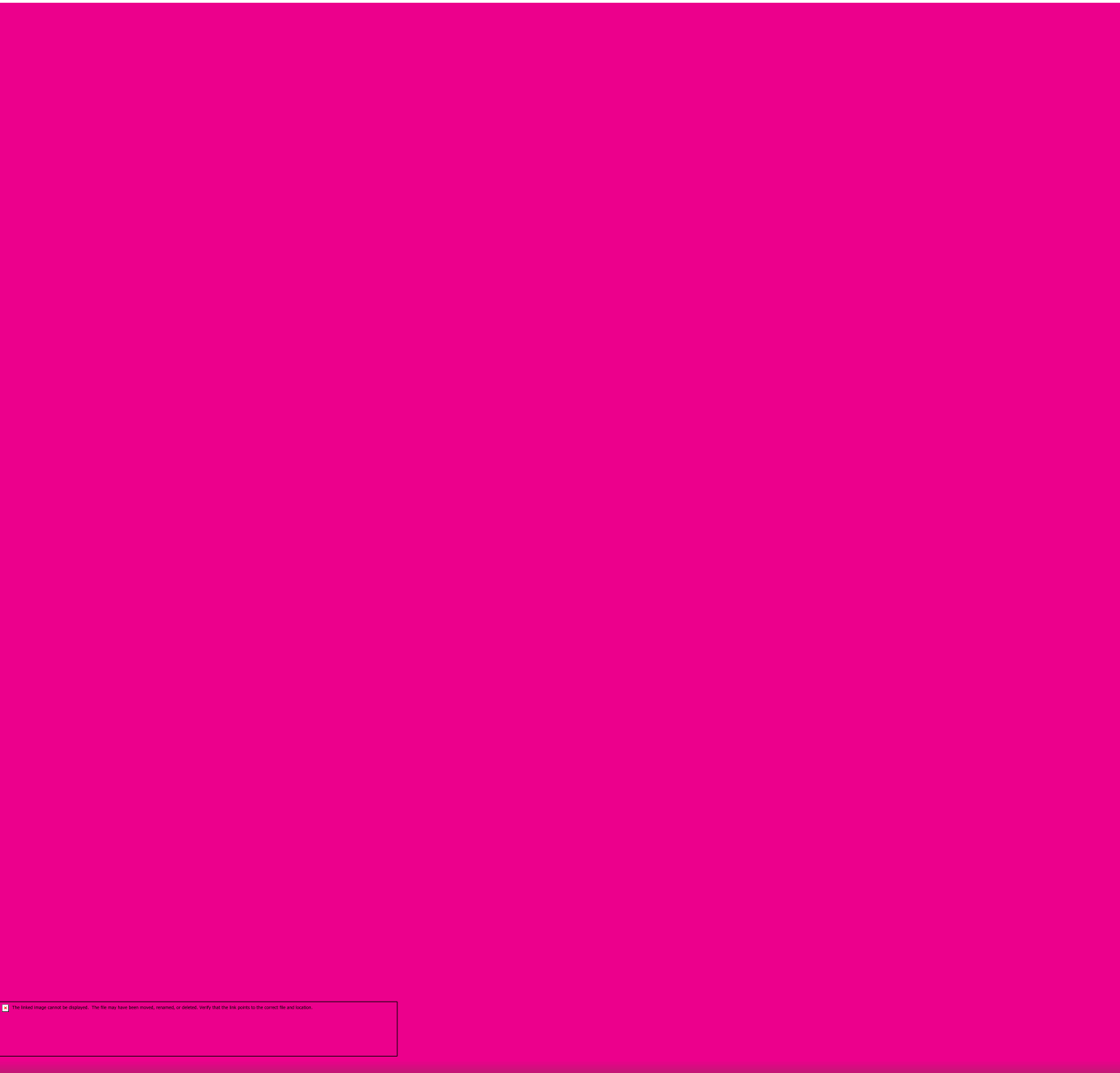
Dawn Laguens, Executive Vice President  
Planned Parenthood Action Fund

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**From:** Heather Holdridge, Planned Parenthood Action Fund  
**Sent:** Wednesday, May 27, 2015 8:33 AM  
**To:** gwhite1438@pcssd.org  
**Subject:** Face-palmingly infuriating: Take the quiz



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ear Gayle,

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When your political agenda is all about single-minded opposition to women's health and rights, you end up supporting some pretty extreme, dangerous, and downright bizarre legislation. And that can lead to saying some of the most jaw-droppingly, head-cratchingly, face-palmingly out-of-touch statements we've ever heard.

We call them "gynoticians," these politicians who think that they are more qualified to make decisions about women's health than actual women and their actual doctors. Think you know how far they are willing to go to push their ideology? Take our 5-question quiz to find out.

**Idaho State Representative Vito Barbieri showed off his own deep knowledge of reproductive care by asking whether doctors could...**

**Perform "temporary" vasectomies.**

**Save costs by completing medical school in a single year.**

**Perform gynecological exams by having women swallow tiny cameras...**

Answer Question 1



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[Take the quiz](#), and then make sure your friends know what's going on in Congress and states across the country. Thank you for standing up for women's health.

Sincerely,



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leather Holdridge, Director of Digital Advocacy  
Planned Parenthood Action Fund

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**From:** Heather Holdridge, Planned Parenthood Action Fund  
**Sent:** Friday, May 29, 2015 7:00 AM  
**To:** gwhite1438@pcssd.org  
**Subject:** Quiz: How low will they go?



Gayle,



Think you know how far women's health opponents are willing to go to push their ideology? [Test your knowledge with our quick quiz to find out.](#)

---





Wacky \$#!@ Gynoticians Say  
Quiz Results!

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Quiz Takers:



6 , 0 | 1 | 8





Got all 5 right:




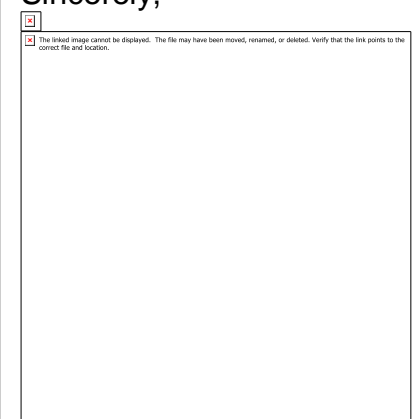
13%













See How You Stack Up »

Sincerely,






Heather Holdridge, Director of Digital Advocacy  
Planned Parenthood Action Fund



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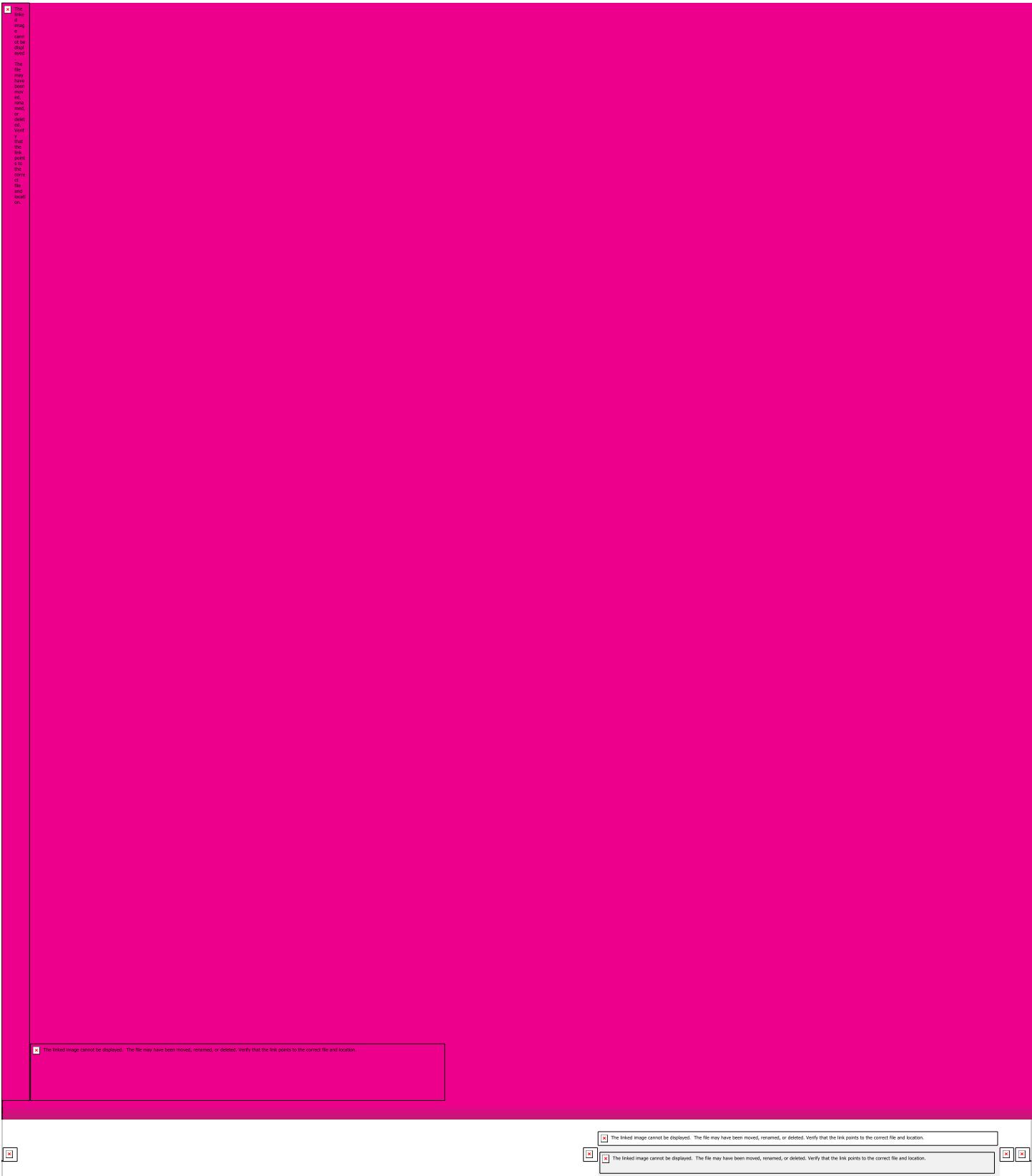








**From:** Cecile Richards, Planned Parenthood Action Fund  
**Sent:** Tuesday, June 9, 2015 2:09 PM  
**To:** gwhite1438@pcssd.org  
**Subject:** Birth control pills -- without the Rx?



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Dear Gayle,

Today, Senator Patty Murray introduced a new bill to make the birth control pill available over the counter.

Some anti-women's health politicians have pushed similar bills — as recently as last month. But those came with a big caveat: they failed to guarantee women can get birth control over the counter covered by insurance, which is what keeps birth control accessible and affordable for millions of women. It's disingenuous and an insult to women.

This bill is different. It would protect the insurance coverage women rely on and that saves them up to \$600 per year, while making it easier to get the pill without a prescription. That's exactly what we've been fighting for: greater access to affordable birth control, for everyone.

Right now, members of Congress are deciding where they stand. Ask your senators to cosponsor the Affordability IS Access Act to make the birth control pill available over the counter, with insurance coverage.

Over-the-counter access is just ONE piece of the larger effort to make basic preventive health care, like birth control, available to as many women as possible — and it's especially powerful this week. Sunday, June 7, was the 50th anniversary of the landmark Griswold v. Connecticut Supreme Court decision, which provided the very first constitutional protection for birth control.

But birth control also needs to be affordable in order to be accessible for all. That's why it's critical that any bill pushing for over-the-counter birth control pills keeps the insurance coverage we've fought so hard to secure — now more than 55 million women are able to go to the pharmacy or a doctor's office and get all FDA-approved forms of birth control with no out-of-pocket costs.

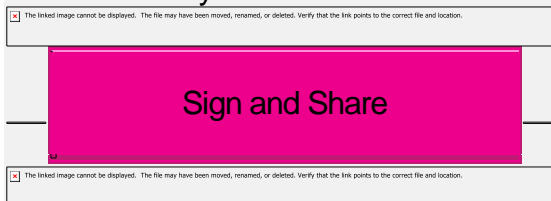
Make sure your senators hear from you today. Ask your senators to stand up for a woman's right to affordable, accessible birth control by cosponsoring the Affordability IS Access Act.

Opponents of women's health will keep doing whatever they can to make it harder for women to access care — but bills like this are one way to fight back. Thanks for always speaking out for women's health and rights when it counts.

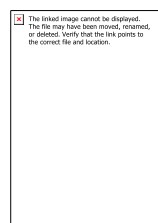
A new bill in Congress could make the birth control pill available over the counter — while protecting the insurance coverage that keeps it affordable.

That means greater access to birth control, for everyone.

Right now, lawmakers are deciding where they stand. Ask your senators to co-sponsor the Affordability IS Access Act.



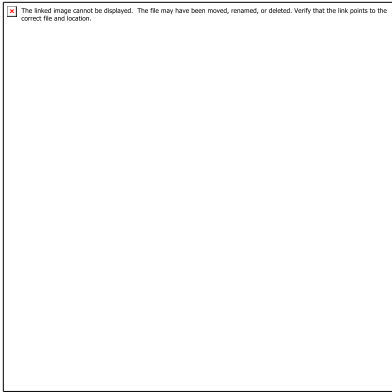
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Sincerely,







Cecile Richards, President  
Planned Parenthood Action Fund



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**From:** Renee Williams  
**Sent:** Friday, June 12, 2015 7:46 AM  
**To:** HINES, CYNTHIA  
**Subject:** RE: Agendas  
**Attachments:** Meeting Minutes 04132012.doc

July 2013 and October 2012 we didn't have meetings

**From:** HINES, CYNTHIA [mailto:[chines@pcssd.org](mailto:chines@pcssd.org)]  
**Sent:** Thursday, June 11, 2015 5:58 PM  
**To:** Renee Williams  
**Subject:** Re: Agendas

Renee,  
Thank you so much! i seem to still be missing a few- July of '13, April and October of '12.

How much more trouble would it be to also send the minutes from all of these? They ask for those as well.  
i'm sorry i can't find my box.

Thank you,  
cynthia

***cynthia hines, RN, NCSN***  
Facilitator of Health Services  
Division of Equity and Pupil Services

Pulaski County Special School District  
925 East Dixon Road  
Little Rock, AR 72206

Office: (501) 234-2017  
Fax: (501) 490-1352  
Email: [chines@pcssd.org](mailto:chines@pcssd.org)

On Thu, Jun 11, 2015 at 1:02 PM, Renee Williams <[Clairisse.Williams@arkansas.gov](mailto:Clairisse.Williams@arkansas.gov)> wrote:

***C. Renee Williams***

***ADH-Women's Health Section***

***5800 W. 10th St. Suite 401***

***Little Rock, AR 72204***



**[renee.williams@arkansas.gov](mailto:renee.williams@arkansas.gov)**

**501-280-4525 Phone**

**501-661-2464 fax**

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## **Meeting Minutes**

### **Arkansas Department of Health Women's Health Section Reproductive Health Advisory Board Regular Quarterly Meeting**

**Friday, April 13, 2012**

The regular quarterly meeting of the Reproductive Health Advisory Board convened at 10:00 a.m. April 13, 2012 at Freeway Medical Building Boardroom 906.

**Board members** present were: Cynthia Hines, Diane Johnson, James Brandon, Susan Todt, Clarence Childs, Terry Stevenson, Will Tate, Maria Bynum, and Sonia Bunyard. **Program staff** in attendance included: Rhonda Kitelinger, Dianne Campbell, Leroy Randolph, Betty Rich, Renee' Williams and Mary Newburn with Planned Parenthood of Heartland.

Board President Cynthia Hines opened the meeting by welcoming everyone. The meeting proceeded in the order outlined in the agenda. All new members introduced themselves.

**Program Update:** Dianne reported- Sharon and Tracy were attending the Regional Training Advisory Committee (RTAC) Meeting and Family Planning Summit (Dallas, TX April 10-11, 2012).

The Women's Health Section submitted and received two Proclamations from Governor Beebe. Women's Health Week will be celebrated May 13-19, 2012 and Men's Health Week will be celebrated June 11-17, 2012.

The Title X Notice of Award was received for \$4, 179.185 for budget period 3/1/2012-2/28.2013. The NOA removed the Title X Sub-recipients as "non-discretionary" grantees consequently; the WHS has received approval to continue these activities via RFA's.

The Women's Health Section Sub-recipient programmatic site visits will be scheduled for April and June. The WHS is preparing the Title X Progress Report that is due May 14, 2012. The SFY 2013 UAMS OB/GYN contract and the PREP sub-recipient agreement will be submitted for Legislative review in May or June.

Personal Responsibility and Education Grant (PREP) activities: a) Women's Health staff continues to meet on a regular basis with CY&F via monthly phone calls; b) the completed SFY 2013 PREP sub-recipient agreement has been submitted to ADH Procurement for Legislative review; c) WHS staff and the sub-grantee staff will attend the PREP National Conference in National Harbor, MD on April 30-May 2, 2012.



The WHS collaborated with Title X Regional Training Center; Cardea, to provide a Region VI Webinar “Male Friendly Clinic and Outreach” on March 30, 2012. Two hundred and forty three nurses, administrators and support staff participated. The webinar is archived for viewing on the Cardea’s website.

**Nurse Update:** Dianne reported- She and Rhonda submitted a transmittal that will be effective April 16, 2012. New pamphlets for adolescents have been added and also updated the “Abstinence think about it” pamphlet. Reproductive Health Audit Tool has been revised.

The Maternity Nurse Coordinator is collaborating with Family Health Branch Chief and ADH Diabetes Program to develop a method for DSME (Diabetes Self Management Education) sessions to be conducted in participating LHU’s through the UAMS ANGELS Program that would be a component of the Gestational Diabetes Collaborative, a multi-state project funded by CDC and administered by the ADH Chronic Disease Branch.

**Grant Update:** Betty reported- The WHS financial staff completed and submitted the financial review for the Title X Sub-recipient grantee, Wilbur D. Mills Treatment center. Ouachita Children (Hot Springs) & Wilbur D. Mills (Searcy) both lost their funding. Betty is also working with PREP, and their activities consist of working with Center for Youth and Families. CYF is focused on foster care youth by coordinating with DHHS to get referrals through the juvenile system. Two curriculums are “Reducing the Risk” which serves children ages, 14-19 and “Making Proud Choices”, ages 11-14.

**Outreach Update:** Leroy chaired the health fair and activities during Alpha Phi Alpha Fraternity’s Regional Conference, March 10<sup>th</sup> at the Peabody Hotel, Little Rock. A table was set up to distribute Reproductive Health brochures and information. He also facilitated a male health group presentation for Pulaski Technical College with eighteen males participating. A summary of outreach and training activities for the calendar year 2011 was shared. He allowed extra time to explain to the recently appointed board members the overall structure of ADH, Women’s Health and their role as RHAB members, necessary forms that must be submitted, and a time line for required mandated orientation and Webinars all board members must complete.

The following brochures were approved by the I & E Committee:

1. Emergency Contraceptive Pills-----Brochure
2. Hanging Out or Hooking Up----Reproductive Health Safety Cards
3. Futures Without Violence-----Reproductive Health Safety Cards
4. Choices-----Brochure/magazine



**From:** Scott Walker  
**Sent:** Monday, July 13, 2015 12:54 PM  
**To:** pvick0055@pcssd.org  
**Subject:** I prayed

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Patricia,

My relationship with God drives every major decision in my life. Each day I pray and then take time to read from the Bible and from a devotional named Jesus Calling.



As you can imagine, the months leading up to my announcement that I would run for President of the United States were filled with a lot of prayer and soul searching.

Here's why: I needed to be certain that running was God's calling -- not just man's calling. I am certain: This is God's plan for me and I am humbled to be a candidate for President of the United States.

Now, it is up to the voters to decide who will win the election. If you support my conservative campaign, please join my team right now with \$10, \$35, \$50, \$100, or even \$250 today.

As the son of a Baptist preacher, my faith comes first. It is the guiding force of my life both in politics and in private. For example, I believe in the sanctity of life. I believe in the covenant of marriage. I believe in strong families. I believe in protecting religious liberties. And I believe these things are worth fighting for -- and I have.

A lifelong supporter of the pro-life movement, my work defending the unborn goes back to my college days where I was a leader of Marquette Students for Life. As a state lawmaker, I helped write and pass legislation banning the barbaric practice of partial-birth abortion. As Governor of Wisconsin, I prohibited abortion from being covered by Wisconsin health plans in a health insurance exchange, signed an ultrasound bill into law, and defunded Planned Parenthood while maintaining health services for women throughout Wisconsin.

Earlier this year, I called for legislation to protect unborn children once they can feel pain at five months. The members of the State Legislature just passed the bill and I will sign it into law next week. Yet another pro-life victory here in Wisconsin!

If elected President, I would be honored to sign similar legislation at the federal level. I was raised to believe in the sanctity of life and I will always fight to protect it.

Please stand with me today to help elect a pro-life President.

Our conservative values were handed a big blow with the recent Supreme Court ruling. Let me be very clear: this decision was a grave mistake. Five unelected judges took it upon themselves to take that responsibility away from the states and redefine the institution of marriage.

In 2006, I voted to amend my state constitution to protect the institution of marriage because I believe that marriage is between one man and one woman.

I believe that the states have the right to define marriage.

To protect this right, I support an amendment to the United States Constitution to reaffirm the ability of the states to continue to define marriage.

Going forward, we need to focus our attention on protecting the religious rights of Americans. Our U.S. Constitution calls for freedom of religion, not freedom from religion. The founders of this exceptional country took religious freedom very seriously and we must redouble our efforts to protect these freedoms today.

Patricia, I have been a tireless advocate for religious liberty. And my state's families and children are better off because of our pro-life, pro-family agenda that promotes life, freedom, and opportunity.

As President, I will stand up for these same values. And I will appoint men and women to the Court who will faithfully uphold the Constitution -- without injecting their own political agendas into legal matters.



Our country is at a crossroads and we need a proven conservative leader who is not afraid to fight for what is right -- even when it's not politically expedient. My decisions are guided by my relationship with God -- not by what might win me a few votes.

I am proud to have earned the early support of conservative and religious activists across the country and hope to earn your support today. [Visit here to become a leader of our conservative team with a contribution of \\$10, \\$35, \\$50, \\$100, \\$250, or whatever amount is right for you.](#)

Every day I pray that our best days of peace, prosperity, and freedom are ahead of us. As President, I will uphold the traditional values that have made our country great, but I need your help to win.

Your enthusiastic support will help us build much-needed momentum in these early weeks as we take our conservative message to voters across the country.

God bless you and God bless America,

Scott Walker





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**From:** Kyle Nicholas  
**Sent:** Thursday, July 23, 2015 7:45 AM  
**To:** Nicholas Properties  
**CC:** anicholas@pcssd.org  
**Subject:**

Here are the 39 companies that have directly funded Planned Parenthood.

1. **Adobe**
2. **American Cancer Society**
3. **American Express**
4. **AT&T**
5. **Avon**
6. **Bank of America**
7. **Bath & Body Works**
8. **Ben & Jerry's**
9. **Clorox**
10. **Coca-Cola**
11. **Converse**
12. **Deutsche Bank**
13. **Dockers**
14. **Energizer**
15. **Expedia**
16. **ExxonMobil**
17. **Fannie Mae**
18. **Groupon**
19. **Intuit**
20. **Johnson & Johnson**
21. **La Senza**
22. **Levi Strauss**
23. **Liberty Mutual**
24. **Macy's**
25. **March of Dimes**
26. **Microsoft**
27. **Morgan Stanley**
28. **Nike**
29. **Oracle**
30. **PepsiCo**
31. **Pfizer**
32. **Progressive**
33. **Starbucks**
34. **Susan G. Komen**
35. **Tostitos**
36. **Unilever**
37. **United Way**
38. **Verizon**
39. **Wells Fargo**

Sent from my iPhone



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**From:** Mullinax, Christina  
**Sent:** Monday, September 28, 2015 1:09 PM  
**To:** Stuehling, Dana; Johnson, Crystal  
**CC:** 'moliver@pcssd.org'  
**Subject:** Health Education with PCSSD

Hi Dana and Crystal,

I know that you are busy with onboarding this week but wanted to introduce you to Michelle Oliver who just contacted me about the possibility of a program with Pulaski County Special School District (PCSSD). I told her that Crystal would follow up with her next week but also wanted to email you her contact information.

Her group meets twice a month and is interested in having an educator for several different programs. Here is Michelle's contact information.

Michelle Oliver  
[moliver@pcssd.org](mailto:moliver@pcssd.org)  
501-234-2020



---

Planned Parenthood of the Heartland

**Christina Mullinax**  
*Regional Organizer*

**Planned Parenthood of the Heartland**  
5921 W. 12th Street, Suite B  
Little Rock, AR 72204  
p: 501.485.0985 ext: 1  
f: 501.801.0205  
[christina.mullinax@ppheartland.org](mailto:christina.mullinax@ppheartland.org)  
[www.ppheartland.org](http://www.ppheartland.org)

*"It is our duty to fight for freedom. It is our duty to win. We must love and protect each other. We have nothing to lose but our chains." - Assata Shakur*

**Find out who your state legislators are and how to contact them at [tinyurl.com/arreps](http://tinyurl.com/arreps).**

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**From:** Johnson, Crystal  
**Sent:** Monday, October 12, 2015 12:34 PM  
**To:** 'jguess@pcssd.org'  
**Subject:** Outreach and Education Programs

Greetings,

I am the new health educator for Planned Parenthood of the Heartland, Little Rock, AR health center. I am reaching out to you in regards to opportunities for educational and outreach programs. I am also interested in any coalitions or groups that you may work with and may need help with programming. I received your information via previous programs that we have done with you and the Pulaski County Special School District. If you can help me in any way, I would greatly appreciate it if you would please email me back at your earliest convenience. Thank you and have a great day!

Crystal C Johnson  
*Health Educator*  
(pronouns: she/her/hers)

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[www.ppheartland.org](http://www.ppheartland.org)



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**From:** Johnson, Crystal  
**Sent:** Monday, October 19, 2015 12:39 PM  
**To:** 'Oliver, Michelle'  
**Subject:** RE: Outreach and Educational Opportunities

Greetings Michelle,  
It was great speaking with you. Which days would you like for me to come? Also what time do you meet?

Regards,

Crystal C Johnson  
*Health Educator*  
(pronouns: she/her/hers)

**Planned Parenthood of the Heartland**

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[www.ppheartland.org](http://www.ppheartland.org)



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**From:** Oliver, Michelle [mailto:[moliver@pcssd.org](mailto:moliver@pcssd.org)]  
**Sent:** Monday, October 19, 2015 12:32 PM  
**To:** Johnson, Crystal  
**Subject:** Re: Outreach and Educational Opportunities

This is a follow on the conversation that we had today. The dates that I have on the calendar right now are Nov. 10, Dec. 1 and 15, 2015.

We will meet at Fuller Middle school at 808 E. Dixon Rd. But if you call me you can meet me at the District Office which is right next door.

Thanks for all of your help

Michelle

On Tue, Oct 6, 2015 at 5:14 PM, Johnson, Crystal <[Crystal.Johnson@ppheartland.org](mailto:Crystal.Johnson@ppheartland.org)> wrote:

Greetings Michelle Oliver,



I am the new health educator for Planned Parenthood of the Heartland, Little Rock, AR health center. I am reaching out to you in regards to opportunities for educational and outreach programs. I received your information via Christina Mullinax who is our Regional Organizer. What type of programs are you interested in for your group? Also what type of group it is and their ages? I am also aware that they meet twice a month. Are you interested in monthly programs or as needed programs? Thanks so much for reaching out to Planned Parenthood, and I look forward to hearing from you soon! Have a great day!

Crystal C Johnson

*Health Educator*

(pronouns: she/her/hers)

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--



**Michelle Oliver**

Pupil Accounting Coordinator

Pulaski County Special School District

925 East Dixon Rd.

Little Rock, AR 72206

501-234-2020

501-490-1352(fax)



**From:** Johnson, Crystal  
**Sent:** Monday, November 30, 2015 2:07 PM  
**To:** 'adavidson@pcssd.org'  
**Subject:** outreach and educational opportunities

Greetings,

I am the new health educator for Planned Parenthood of the Heartland, Little Rock, AR health center. I am reaching out to you in regards to opportunities for educational and outreach programs. I am interested in teaching health related topics such as: Healthy Relationships, Female and Male Reproductive Health, Goal Setting, Pregnancy, STI/STDs, HIV, Condoms, Birth Control Methods, Puberty, etc. We offer free educational curricula teaching to public schools in hopes to providing sexual health education to students across the state of AR. If you can help me in any way, I would greatly appreciate it if you would please email me back at your earliest convenience. Thank you and have a great day!

Regards,

Crystal C Johnson, B.S.  
*Health Educator*  
(pronouns: she/her/hers)

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**From:** Garner, Ashley  
**Sent:** Friday, January 15, 2016 2:10 PM  
**To:** Johnson, Crystal  
**Subject:** Re: Outreach and Educational Opportunities

Hello, I am currently teaching Child Development this semester. My next unit to teach is Pregnancy and Prenatal Development. Would you be able to come and speak during the next 4 weeks - The class is held from 2:30-4:10 at Mills High School Dixon Rd.

Thank you  
Ashley Garner

(b) (13)

On Mon, Nov 30, 2015 at 2:02 PM, Johnson, Crystal <[Crystal.Johnson@ppheartland.org](mailto:Crystal.Johnson@ppheartland.org)> wrote:

Greetings,

I am the new health educator for Planned Parenthood of the Heartland, Little Rock, AR health center. I am reaching out to you in regards to opportunities for educational and outreach programs. I am interested in teaching health related topics such as: Healthy Relationships, Female and Male Reproductive Health, Goal Setting, Pregnancy, STI/STDs, HIV, Condoms, Birth Control Methods, Puberty, etc. We offer free educational curricula teaching to public schools in hopes to providing sexual health education to students across the state of AR. If you can help me in any way, I would greatly appreciate it if you would please email me back at your earliest convenience. Thank you and have a great day!

Regards,

Crystal C Johnson, B.S.

*Health Educator*

(pronouns: she/her/hers)

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**From:** Garner, Ashley  
**Sent:** Friday, January 15, 2016 3:10 PM  
**To:** DUANE CLAYTON  
**Subject:** Fwd: Outreach and Educational Opportunities

Guest speaker Approval

I would like for her to come and speak as I am starting Pregnancy and Prenatal Development study. 4th period

Thank you

----- Forwarded message -----

From: **Johnson, Crystal** <[Crystal.Johnson@ppheartland.org](mailto:Crystal.Johnson@ppheartland.org)>

Date: Mon, Nov 30, 2015 at 2:02 PM

Subject: Outreach and Educational Opportunities

To: "[agarner7005@pcssd.org](mailto:agarner7005@pcssd.org)" <[agarner7005@pcssd.org](mailto:agarner7005@pcssd.org)>

Greetings,

I am the new health educator for Planned Parenthood of the Heartland, Little Rock, AR health center. I am reaching out to you in regards to opportunities for educational and outreach programs. I am interested in teaching health related topics such as: Healthy Relationships, Female and Male Reproductive Health, Goal Setting, Pregnancy, STI/STDs, HIV, Condoms, Birth Control Methods, Puberty, etc. We offer free educational curricula teaching to public schools in hopes to providing sexual health education to students across the state of AR. If you can help me in any way, I would greatly appreciate it if you would please email me back at your earliest convenience. Thank you and have a great day!

Regards,

Crystal C Johnson, B.S.

*Health Educator*

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**From:** Garner, Ashley  
**Sent:** Tuesday, February 23, 2016 5:34 PM  
**To:** Crystal Johnson  
**Subject:** Re: Outreach and Educational Opportunities

Let me get my head above water if you know what I mean and I definitely want to have you come back. I'll need in touch soon!

On Feb 23, 2016 4:11 PM, "Johnson, Crystal" <[Crystal.Johnson@ppheartland.org](mailto:Crystal.Johnson@ppheartland.org)> wrote:

Greetings Mrs. Garner,

I hope that all is well. I would love to know how your unit turned out with your students. Your and your students were amazing and made me very excited to teach more. If you need any assistance with any other lessons, please do not hesitate to contact me. Thank you so much, and I appreciate working with you.

Regards,

Crystal C Johnson, B.S.

*Health Educator*

(pronouns: she/her/hers)

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---

**From:** Johnson, Crystal  
**Sent:** Monday, February 08, 2016 3:33 PM  
**To:** 'Garner, Ashley'  
**Subject:** RE: Outreach and Educational Opportunities

Greetings Mrs. Garner,

I hope that all is well. I wanted to email and follow up on the lesson that I taught last week. If you need anything from me, please do not hesitate to contact me. Thanks so much!

Regards,

Crystal C Johnson, B.S.

*Health Educator*

(pronouns: she/her/hers)

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[crystal.johnson@ppheartland.org](mailto:crystal.johnson@ppheartland.org)





Planned Parenthood of the Heartland

---

**From:** Garner, Ashley [<mailto:agarner7005@pcssd.org>]  
**Sent:** Wednesday, January 27, 2016 11:39 AM  
**To:** Johnson, Crystal  
**Subject:** Re: Outreach and Educational Opportunities

Yes, We can do Feb. 2nd. We have 90 minute classes every other day. Birth Control would be great, the first few lessons are STD's and Teen Pregnancy . If you have a powerpoint you can send it to me and I can have it ready .

On Wed, Jan 27, 2016 at 11:24 AM, Johnson, Crystal <[Crystal.Johnson@ppheartland.org](mailto:Crystal.Johnson@ppheartland.org)> wrote:

Greetings Ashley

Is the class Tuesday, Feb 2nd or Monday, February 1st.?

Also what would you like the first class to be about. I know that its pregnancy and prenatal development but would you like to educate about birth control methods in these three class meetings?

Regards,

Crystal C Johnson, B.S.

*Health Educator*



(pronouns: she/her/hers)

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[www.ppheartland.org](http://www.ppheartland.org)



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**From:** Garner, Ashley [mailto:[agarner7005@pcssd.org](mailto:agarner7005@pcssd.org)]

**Sent:** Wednesday, January 27, 2016 9:21 AM

**To:** Johnson, Crystal

**Subject:** Re: Outreach and Educational Opportunities

Hello We would love to have you come to our class.

These are the dates I have the class.

Friday Jan. 29th 3:00-4:00

Tuesday Feb 1st 3:00-4:00



Thursday Feb 3rd 3:00-4:00

Thank you

On Fri, Jan 15, 2016 at 3:08 PM, Garner, Ashley <[agarner7005@pcssd.org](mailto:agarner7005@pcssd.org)> wrote:

Probably a couple of times would be great. I will get with my principal and get this approved and I will get back with you. Thanks for your quick reply.

On Fri, Jan 15, 2016 at 3:03 PM, Johnson, Crystal <[Crystal.Johnson@ppheartland.org](mailto:Crystal.Johnson@ppheartland.org)> wrote:

Greetings Ashley,

I could definitely come for those 4 weeks. Would you like me to come everyday, once a week? What's your preference?

Crystal J

Regards,

Crystal C Johnson, BS  
Health Educator  
(pronouns: she/her/hers)

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[crystal.johnson@ppheartland.org](mailto:crystal.johnson@ppheartland.org)  
[www.ppheartland.org](http://www.ppheartland.org)

-----Original Message-----

**From:** Garner, Ashley [[agarner7005@pcssd.org](mailto:agarner7005@pcssd.org)]

**Sent:** Friday, January 15, 2016 02:10 PM Central Standard Time

**To:** Johnson, Crystal

**Subject:** Re: Outreach and Educational Opportunities

Hello, I am currently teaching Child Development this semester. My next unit to teach is Pregnancy and Prenatal Development. Would you be able to come and speak during the next 4 weeks - The class is held from 2:30-4:10 at Mills High School Dixon Rd.



Thank you

Ashley Garner

(b) (13)

On Mon, Nov 30, 2015 at 2:02 PM, Johnson, Crystal <[Crystal.Johnson@ppheartland.org](mailto:Crystal.Johnson@ppheartland.org)> wrote:

Greetings,

I am the new health educator for Planned Parenthood of the Heartland, Little Rock, AR health center. I am reaching out to you in regards to opportunities for educational and outreach programs. I am interested in teaching health related topics such as: Healthy Relationships, Female and Male Reproductive Health, Goal Setting, Pregnancy, STI/STDs, HIV, Condoms, Birth Control Methods, Puberty, etc. We offer free educational curricula teaching to public schools in hopes to providing sexual health education to students across the state of AR. If you can help me in any way, I would greatly appreciate it if you would please email me back at your earliest convenience. Thank you and have a great day!

Regards,

Crystal C Johnson, B.S.

*Health Educator*

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**From:** Garner, Ashley  
**Sent:** Wednesday, April 13, 2016 9:10 AM  
**To:** Johnson, Crystal  
**Subject:** Re: Visit

The unit basically covers child growth and development from infancy to adolescence. I want to peak interest in the parenting and child development classes that are offered for a semester like the one you came and spoke to. We could discuss adolescence , hormones,feeling,emotions and when to talk to your parents about sex. Most of the students will be around 14-15 years old.

Dates open: 04/21 1:00 to 4:00 2 classes  
04/19 1:00 to 4:00 2 classes  
04/25 1:00 to 4:00 2 classes

If you can't stay for two classes they start at 1-2:30 and 2:30-4

On Wed, Mar 23, 2016 at 3:44 PM, Johnson, Crystal <[Crystal.Johnson@ppheartland.org](mailto:Crystal.Johnson@ppheartland.org)> wrote:

Hey,

What all does this 5 week unit consist of? We could definitely do those different topics that you said. I think that it is a great idea to do all of those. How many days during the five week period do you want the lessons taught e.g. once a week, daily? And when would you like schedule the meeting? Once I know how many days you need then I could definitely tell you what lessons would be good and how we should educate about them. Thank you so much for reaching out to me! I look forward to working with you!

Regards,

Crystal C Johnson, B.S.

*Health Educator*

(pronouns: she/her/hers)

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[crystal.johnson@ppheartland.org](mailto:crystal.johnson@ppheartland.org)

[www.ppheartland.org](http://www.ppheartland.org)



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**From:** Garner, Ashley [mailto:[agarner7005@pcssd.org](mailto:agarner7005@pcssd.org)]

**Sent:** Wednesday, March 23, 2016 9:51 AM

**To:** Johnson, Crystal

**Subject:** Visit

I am doing. 5 week unit on child development with my 9th grade classes. Was thinking maybe we could discuss when is the time to talk to your parents about contraception/birth control, condoms and teenage relationships. What do you think? Hope your having a great day

---

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**From:** Senate Conservatives

**Sent:** Thursday, July 14, 2016 6:07 AM

**To:** Ann Nicholas

**Subject:** Mitch McConnell Praises Hillary Clinton







Fellow Conservatives:

Just one day after the House Select Committee on Benghazi issued a scathing report that exposed Hillary Clinton's incompetence and dishonesty, Senate Majority Leader Mitch McConnell (R-KY) openly praised her.

"She's an intelligent and capable person, no question about it," he said.

It is outrageous that a GOP leader would say something so patently false and so destructive to his own party. It's almost as if he hopes Hillary Clinton wins so he can keep cutting liberal deals with her.

But there's more.

Not only is McConnell praising Hillary Clinton, he's also helping Democrat Senator Michael Bennett (D-CO) win the Colorado Senate race!

After retired Air Force Lt. Col. Darryl Glenn (R-CO) won the nomination in June, McConnell refused to endorse him and even had his operatives at the National Republican Senatorial Committee (NRSC) say it's "very unlikely" that they will do anything to help Glenn defeat Bennet.

What was Darryl Glenn's offense? Simple. He's a conservative outsider who won't support McConnell's liberal deals with the Democrats.

Fight back by supporting Darryl Glenn right now.

We don't need any more Republicans in the Senate who vote to raise the debt limit, increase taxes, and fund Obamacare, Planned Parenthood, and executive amnesty.



We need true conservatives!



Colorado is one of only two potential pick-up opportunities for Republicans this year and we have an exciting nominee who will bring new energy and diversity to the party, yet McConnell has decided to preemptively surrender.

McConnell would rather let a Democrat win than have another conservative in the Senate who will stand up to him and fight for our principles.

It's just as bad as when McConnell refused to campaign against Senator Harry Reid (D-NV) in 2010 because of senatorial courtesy.

Enough is Enough.

If you're tired of Republican leaders like Mitch McConnell who continue to surrender to the Democrats, take action right now by supporting Darryl Glenn for U.S. Senate.



The GOP establishment won't spend a dime to help him so it's up to us!

[Click here to contribute directly to the Glenn for Senate campaign.](#)

Senate Conservatives Fund will pay all processing expenses so Glenn can spend 100% of your donation on voter contact.

Our internal polling has Glenn trailing Bennet by only 5 points (42% to 47%), which is remarkable given that 29% of the voters do not know Glenn. He's positioned to win this race if he can raise the funds to get his message out.

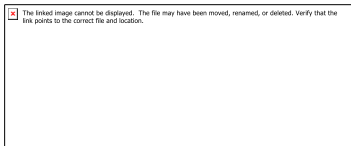
We have set a goal of raising \$200,000 for Darryl Glenn by the end of July and we need your help to reach it.

[Please help us push him on to victory!](#)

Your support for Darryl Glenn will help us send another true conservative to Washington who will stand up to the Democrats, not praise them.

Thank you for your continued support. Together, we will build a conservative Senate and save this great country.

Sincerely,



Ken Cuccinelli II

President

Senate Conservatives Fund

Former Attorney General of Virginia



P.S. Please forward this email to your family and friends and urge them to join us in the fight to take America back!

**DONATE**



P.O. Box 388  
Alexandria, VA 22313

Senate Conservatives Fund (SCF) is an independent, grassroots organization that advocates for conservative policies and helps elect principled leaders to the U.S. Senate. SCF was founded by former Senator Jim DeMint and has helped elect courageous fighters like Ted Cruz (R-TX), Mike Lee (R-UT), and Rand Paul (R-KY).

Contributions to the Senate Conservatives Fund are not deductible as charitable contributions. Contributions from corporations or foreign nationals lacking permanent resident status are not permitted. Federal law requires us to report the name, mailing address, occupation and employer for each individual whose contributions aggregate in excess of \$200 in a calendar year. Not paid for at taxpayer expense.

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[Unsubscribe](#)



**From:** Johnson, Crystal  
**Sent:** Tuesday, September 6, 2016 9:19 AM  
**To:** 'Garner, Ashley'  
**Subject:** RE: Outreach and Educational Opportunities

Greetings Mrs Garner

I wanted to let you know that I no longer work for Planned Parenthood of the Heartland. I wish you a great academic year and thank you so much for allowing me to teach your class last year.

Regards,

Crystal C Johnson, BS  
Health Educator  
(pronouns: she/her/hers)

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crystal.johnson@ppheartland.org  
www.ppheartland.org

-----Original Message-----

**From:** Garner, Ashley [[agarner7005@pcssd.org](mailto:agarner7005@pcssd.org)]  
**Sent:** Wednesday, January 27, 2016 11:53 AM Central Standard Time  
**To:** Johnson, Crystal  
**Subject:** Re: Outreach and Educational Opportunities

Feb 2nd Tuesday.

On Wed, Jan 27, 2016 at 11:53 AM, Garner, Ashley <[agarner7005@pcssd.org](mailto:agarner7005@pcssd.org)> wrote:  
Just 1 day for now and focus on teen pregnancy.

On Wed, Jan 27, 2016 at 11:41 AM, Johnson, Crystal <[Crystal.Johnson@ppheartland.org](mailto:Crystal.Johnson@ppheartland.org)> wrote:

Okay would you like all three days or are there certain days that you would like for me to come? I do not have a powerpoint. I teach from drawings and physical diagrams. So with these three days are you wanting me to discuss STDS or just teen pregnancy? Will you please clarify?

Regards,

Crystal C Johnson, B.S.



*Health Educator*

(pronouns: she/her/hers)

### **Planned Parenthood of the Heartland**

5921 W. 12th Street, Ste. C

Little Rock, AR 72204

ph:[501.485.0985 ext.2](tel:501.485.0985)

fax:[501.801.0205](tel:501.801.0205)

[crystal.johnson@ppheartland.org](mailto:crystal.johnson@ppheartland.org)

[www.ppheartland.org](http://www.ppheartland.org)



Planned Parenthood of the Heartland

---

**From:** Garner, Ashley [mailto:[agarner7005@pcssd.org](mailto:agarner7005@pcssd.org)]

**Sent:** Wednesday, January 27, 2016 11:39 AM

**To:** Johnson, Crystal

**Subject:** Re: Outreach and Educational Opportunities

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**From:** Garner, Ashley [mailto:[agarner7005@pcssd.org](mailto:agarner7005@pcssd.org)]

**Sent:** Wednesday, January 27, 2016 9:21 AM

**To:** Johnson, Crystal

**Subject:** Re: Outreach and Educational Opportunities

Hello We would love to have you come to our class.

These are the dates I have the class.

Friday Jan. 29th 3:00-4:00

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Thursday Feb 3rd 3:00-4:00

Thank you

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Greetings Ashley,

I could definitely come for those 4 weeks. Would you like me to come everyday, once a week? What's your preference?

Crystal J

Regards,

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-----Original Message-----

**From:** Garner, Ashley [[agarner7005@pcssd.org](mailto:agarner7005@pcssd.org)]  
**Sent:** Friday, January 15, 2016 02:10 PM Central Standard Time  
**To:** Johnson, Crystal  
**Subject:** Re: Outreach and Educational Opportunities

Hello, I am currently teaching Child Development this semester. My next unit to teach is Pregnancy and Prenatal Development. Would you be able to come and speak during the next 4 weeks - The class is held from 2:30-4:10 at Mills High School Dixon Rd.

Thank you

Ashley Garner

(b) (13)

On Mon, Nov 30, 2015 at 2:02 PM, Johnson, Crystal <[Crystal.Johnson@ppheartland.org](mailto:Crystal.Johnson@ppheartland.org)> wrote:

Greetings,

I am the new health educator for Planned Parenthood of the Heartland, Little Rock, AR health center. I am reaching out to you in regards to opportunities for educational and outreach programs. I am interested in teaching health related topics such as: Healthy Relationships, Female and Male Reproductive Health, Goal Setting, Pregnancy, STI/STDs, HIV, Condoms, Birth Control Methods, Puberty, etc. We offer free educational curricula teaching to public schools in hopes to providing sexual health education to students across the state of AR. If you can help me in any way, I would greatly appreciate it if you would please email me back at your earliest convenience. Thank you and have a great day!



Regards,

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**From:** Garner, Ashley  
**Sent:** Tuesday, September 6, 2016 9:21 AM  
**To:** Johnson, Crystal  
**Subject:** Re: Outreach and Educational Opportunities

Best wishes. You did a great job! You would be a great FACS teacher :)

On Tue, Sep 6, 2016 at 9:19 AM, Johnson, Crystal <[Crystal.Johnson@ppheartland.org](mailto:Crystal.Johnson@ppheartland.org)> wrote:

Greetings Mrs Garner

I wanted to let you know that I no longer work for Planned Parenthood of the Heartland. I wish you a great academic year and thank you so much for allowing me to teach your class last year.

Regards,

Crystal C Johnson, BS  
Health Educator  
(pronouns: she/her/hers)

Planned Parenthood of the Heartland  
5921 W. 12th Street, Ste. C  
Little Rock, AR 72204  
Ph: [501.485.0985](tel:501.485.0985) ext. 1835#  
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**From:** Merriott, Kyle  
**Sent:** Monday, October 10, 2016 8:13 PM  
**To:** Kristen Gordon  
**Subject:** Laws  
**Attachments:** Laws that Pertain to Education and other Relevant Issues.doc

See the attachment.

--

Mr. Kyle Merriott  
Counselor  
Lawson Elementary (Monday, Tuesday, Wednesday, Thursday)  
Chenal Elementary (Friday)

Lawson Elementary School  
19901 Lawson Road  
Little Rock, AR 72210  
501-821-7000

Chenal Elementary School  
21201 Denny Road  
Little Rock, AR 72223  
501-821-7450



## Arkansas Laws

Title of Law/Act	A.C.A.=Arkansas Code Annotated §	Details	Website
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## Laws that Pertain to Education=Federal

Year	Title of Law	Details
1862	Morrill Act of 1862	Provided grants of land to each state to be used for colleges
1958	National Defense Act of 1958	
1963	Higher Education Facilities Act of 1963	
1963	Vocational Education Act of 1963	
1965	Elementary and Secondary Education Act (ESEA)	President Johnson's "War on Poverty."  <a href="http://en.wikipedia.org/wiki/Elementary_and_Secondary_Education_Act">http://en.wikipedia.org/wiki/Elementary_and_Secondary_Education_Act</a>
1970	Education of the Handicapped Act (EHA)	Funded institutions of higher education to develop teacher education programs in SPED
1973	Rehabilitation Act of 1973	Afforded civil rights protection for people with disabilities. Limited to the private sector to employers who had contracts with the federal government and public agencies that were recipients of federal funds.  This is where Section 504 comes from.
1974	Family Educational Rights and Privacy Act (FERPA)	
1975	Education for All Handicapped Children Act of 1975 (EAHCA)/P.L. 94-142	Now the Individuals with Disabilities Education Act (IDEA)
1990	Americans with Disabilities Act (ADA)	Civil rights protection to all of the private sector and state and local governments, regardless of their status as either federal contractors or fund recipients
1990	Individuals with Disabilities Education Act (IDEA)/P.L. 101-476	Formerly the Education for All Handicapped Children Act of 1975
2002	No Child Left Behind Act of 2002 (NCLB)	
2008	Amendments to the Americans with Disabilities Act (ADA)	



## Arkansas Laws

Title of Law/Act	A.C.A.=Arkansas Code Annotated §	Details	Website
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## Laws that Pertain to Education=Arkansas

<http://www.arkansased.org/divisions/public-school-accountability/school-improvement/related-acts-and-law>

Title of Law / Act	A.C.A.=Arkansas Code Annotated §	Details	Website
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Act 682 of 2003	6-16-101	<p>Celebrate Freedom Week</p> <p>Pursuant to Act 682 of 2003, Arkansas public schools must observe Celebrate Freedom Week during the last full week of classes in September (09/21/15 – 09/25/15). This law was created to educate students about the sacrifices made for freedom in the founding of this country, and the values on which this country was founded. During Celebrate Freedom Week, all social studies classes shall include instruction to help students focus on the freedoms offered in the United States of America. Suggested topics of study are included in the text of Act 682, but the curriculum is left up to each individual school district.</p>	
Act 964 of 2015		<p>HB 1957 TO DETERMINE A TIME FRAME FOR A PUBLIC SCHOOL EMPLOYEE TO OPT IN OR OPT OUT OF MEMBERSHIP IN A LABOR ORGANIZATION.</p> <p>Allows school employees to “drop anytime” from a labor organization effective July 2015.</p>	
Act 1220 of 2003		Required Wellness Strategies	
Act 307 of 2007		Parent Involvement	<a href="http://www.arkleg.state.ar.us/assembly/2007/R/Acts/Act307.pdf">http://www.arkleg.state.ar.us/assembly/2007/R/Acts/Act307.pdf</a>
Act 1294 of 2013		Dyslexia Law	
Act 600 of 2013		Appoint a Community Advisory Board	
Act 969 of 2013		Scheduled Professional Development	
Act 696 of 2013		Requires the state to also give a grade to schools.	
Act 228 of 2013		The school district shall have an easily accessible link on the website homepage titled "State - Required Information." Under this link the school district information shall be subdivided by categories	
Act 1469 of 2009			
Act 1060 of 2001		National Board of Professional Teaching	



## Arkansas Laws

Title of Law/Act	A.C.A.=Arkansas Code Annotated §	Details	Website
		Standards support system	
Act 600 of 2013		Created the advisory boards for state-controlled districts.	
	6-20-1910	Authorizes the formation of an advisory board in a district that has been operated by the state for a year because of fiscal distress.	
Act 1803 of 2003		National Board of Professional Teaching Standards support system	
	6-11-129	Minutes of regular and special meetings of the school board shall be posted.	
	6-11-129	<p>Local and state revenues sources shall be posted.</p> <p>Administrator and teacher salary and benefit data shall be posted.</p> <p>District balances, including legal balances and building fund balances shall be posted (to include periods [1-13] for previous years and current year with up-to-date data).</p> <p>District contracts of all employees and district salary schedules to include extra daily compensation schedule (posted by September 15th).</p> <p>The annual budget of the district (posted by October 15th)</p> <p>Financial breakdown of monthly expenses of the district shall be posted.</p> <p>Annual statistical report shall be posted.</p> <p>Budget for ensuing year shall be posted (budget for upcoming school year from October cycle submission).</p>	
	6-11-129; § 6-17-2301; § 6-17-201	School district's certified and classified personnel policies (posted by September 15th).	
	6-13-1414		
	6-13-1501		
	6-13-619	Not less than 10 days prior to the date of a regular board meeting, the date, time, and	



## Arkansas Laws

Title of Law/Act	A.C.A.=Arkansas Code Annotated §	Details	Website
		place of the meeting shall be posted (Desk Audit or OSR Review).	
	6-13-619	Not less than 24 hours prior to a rescheduled board meeting, the date, time, or place of the meeting shall be posted (Desk Audit or OSR Review).	
	6-15-404	Program implementation. The State Board of Education shall establish clear, specific, and challenging academic content standards which define what students shall know and be able to do in each content area.	
	6-15-1402	The Annual School Performance Report shall be posted.	
	6-15-1702	Parent Involvement	
	6-15-1704	The school district's parental involvement plan and policy shall be posted.	
	6-15-2011	School districts shall include the supplemental educational services provider's annual report to the ADE on the district's website	
Act 1429 of 2013 Act 854 of 2015	6-15-2107	Arkansas School Recognition Program that rewards high test scoring schools with more money.	
	6-15-2202	<p>ACSIP Plan - parent friendly language, easily accessible, and display two years of information shall be posted.</p> <p>Uses of NSL funding for current and previous year shall be posted (description of).</p> <p>Annual District / School Report Card shall be posted.</p> <p>School Improvement status of each school shall be posted.</p> <p>District/School status on any type of distress shall be posted. Parent friendly explanation of School Improvement status of each school.</p> <p>Distress Plans - What the district is doing to</p>	



## Arkansas Laws

Title of Law/Act	A.C.A.=Arkansas Code Annotated §	Details	Website
		be removed from academic distress, school improvement or fiscal distress shall be posted.  Teacher Qualifications for all schools (HQT) shall be posted.	
Act 999 of 1999	6-15-422	Established ACTAAP	
	6-15-430	State takeover because of academic distress	
	6-16-101	Celebrate Freedom Week	
	6-16-132	PE	
	6-17-117	Non-instructional duties Any teacher assigned more than sixty (60) minutes of noninstructional duties per week shall be contracted in accordance with § 6-17-807(g).	
	6-17-2301 6-17-201	Notification to ADE of school's website address with a direct link to classified and certified salary schedules and personnel policies. Send information to ADEFinna@arkansas.gov	
	6-20-1910	A district can be in fiscal distress longer than a five-year period "due to impossibility caused by external forces beyond the control of the public school or school district."	
	6-17-2802	TESS	
	6-18-1001 to 6-18-1009	Public School Student Services Act: Student Services Report	
	6-18-1005	Require that at least 75% of the school counselor's time shall be spent in direct counseling each month and no more than 25% of the counselor's time each month shall be used for administrative activities related to counseling services.  Classroom guidance, which shall be limited to forty-minute class sessions, not to exceed three (3) per day or ten (10) per week	
	6-18-1007	Requires school districts to submit annual reports to the Arkansas Department of Education (ADE) outlining the compliance with and implementation of plans for the provisions of the Public School Student Services Act. The ADE is required to compile and file reports to the Senate and House Committees on Education.	
	6-20-1908	"the state board shall consolidate, annex, or	



Arkansas Laws

Title of Law/Act	A.C.A.=Arkansas Code Annotated §	Details	Website
		reconstitute any school district that fails to remove itself from the classification of a school district in fiscal distress within five (5) consecutive school years of classification of fiscal distress status”	
	6-20-1909	State takeover because of <b>fiscal distress</b>	
Act 1039 of 2011	6-20-2035	School Funding Foundation <b>\$6,267 per child</b> \$4,228 per child in ALE \$305 per child who is ELL \$517 per child who is NSL (Nat’l Sch. Lunch)	
Act 1687 of 2001	6-21-303	Teachers K-6 can spend <b>\$500 per school year</b> for use by that teacher in his or her classroom.	
Act 1220 of 2003	6-7-117	Forms a Child Health Advisory Committee  Food items may not be sold or given to students at any time during the school day with the exception of a school wide celebration. Snacks, treats, or rewards of food cannot be utilized. Birthdays cannot be celebrated at school.  Party days/parties	
2015	27-51-1504	Use of a handheld wireless telephone when driving.	
Act 1079 of 2015		TO PROVIDE FLEXIBILITY TO SCHOOL DISTRICT IN SCHEDULING ART, MUSIC, AND PHYSICAL EDUCATION.  PE is now 40 minutes, instead of 60 minutes.	
Act 1185 of 2005		12 hours of professional development at the beginning of the school year to plan and prepare curriculum and develop other instructional material  <a href="ftp://www.arkleg.state.ar.us/acts/2005/public/ACT1185.pdf">ftp://www.arkleg.state.ar.us/acts/2005/public/ACT1185.pdf</a>	
Act 286 of 2015		AN ACT TO ALLOW SCHOOL DAYS TO BE MADE-UP IN SIXTY- 11 MINUTE INCREMENTS; TO DECLARE AN EMERGENCY; AND FOR 12 OTHER PURPOSES.	



## Arkansas Laws

Title of Law/Act	A.C.A.=Arkansas Code Annotated §	Details	Website
Act 1079 of 2015		TO PROVIDE FLEXIBILITY TO SCHOOL DISTRICT IN SCHEDULING ART, MUSIC, AND PHYSICAL EDUCATION.  PE goes from 60 minutes to 40 minutes	
Act 44 of 2015		TO CHANGE THE NUMBER OF PROFESSIONAL DEVELOPMENT DAYS REQUIRED FOR TEACHERS.  From a minimum of 10 to 6	
Act 143 of 2015		TO PROVIDE SCHOOL DISTRICTS WITH FLEXIBILITY IN DETERMINING WHETHER OR NOT TO DECLARE AN EMERGENCY INCLEMENT WEATHER DAY; AND TO DECLARE AN EMERGENCY.	
Act 160 of 2015 House Bill 1044		AN ACT TO REQUIRE THAT CURSIVE WRITING BE TAUGHT IN ELEMENTARY SCHOOL; AND FOR OTHER PURPOSES.	
Act 1091 of 2015 HB 1652		TO AMEND PROVISIONS OF THE ARKANSAS CODE CONCERNING THE TEACHER EXCELLENCE AND SUPPORT SYSTEM.	
	6-17-2207	All nonexempt (hourly) classified employees who work 35 hours or more per week must be provided one 30-minute, uninterrupted, duty-free lunch period.	
	6-17-2205	There will no longer be two, 15-minute paid breaks.	



Arkansas Laws

Title of Law/Act	A.C.A.=Arkansas Code Annotated §	Details	Website
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Other Laws=Arkansas


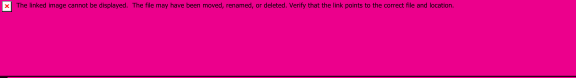

Year	Title of Law / Act	A.C.A.=Arkansas Code Annotated §	Details
		9-11-203	Defines marriage between a man and woman

90<sup>th</sup> General Assembly January-March 2015 Republican Majority

Bill	Passed or Didn't Pass
HB1228=Religious conscience bill	
HB1241=Suspends PARCC this year	
HB1934=California Wine Illegal	
SB202=Ten Commandments Bill, Defund Planned Parenthood	
SB975=TO AMEND ARKANSAS LAW CONCERNING THE FREE EXERCISE OF RELIGION; TO ENACT THE RELIGIOUS FREEDOM RESTORATION ACT; AND TO DECLARE AN EMERGENCY.	
HB1242=New school district minimum number goes to 2,500	
SB176=TO MODIFY THE QUALIFICATIONS FOR A PERSON TO SERVE AS THE COMMISSIONER OF EDUCATION.	
HB1733=TO ESTABLISH THE ACHIEVEMENT SCHOOL DISTRICT.	Died in House Committee at Sine Die adjournment.





**From:** Sheila Kostas  
**Sent:** Tuesday, November 8, 2016 6:01 AM  
**To:** Gayle White  
**Subject:** Take this with you to the polls.



## Planned Parenthood Great Plains Votes

Dear Gayle,

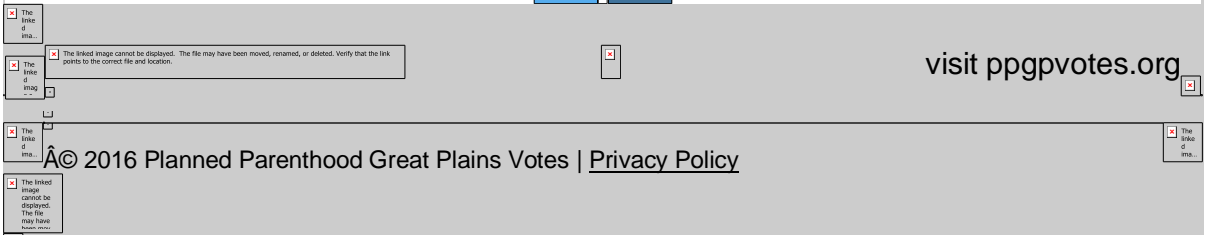
Today is the day you decide whether women's health care, abortion access, and equal pay will have a future in our communities. There is no doubt these issues, important to Planned Parenthood and its patients, are on the line and on the ballot today. When you vote with Planned Parenthood Great Plains Votes endorsed candidates, you're voting with the women in your lives.

 Check out this [mobile voter guide](#) for your polling place and an easy to read guide to endorsed candidates. You can also access a [printable voter guide](#) to take with you. 

PPGPV envisions communities across the Midwest and South where health care doesn't depend on your zip code and pay scales don't depend on your gender. Let's make those visions a reality with your vote today. See you at the polls!

Sincerely,  
Sheila Kostas  
Planned Parenthood Great Plains Votes  
Vice President of Public Affairs and Communications





This message was sent to [gwhite1438@pcssd.org](mailto:gwhite1438@pcssd.org). [Click here to unsubscribe or edit your profile.](#)



**From:** Laura McQuade, PPGPV President and CEO  
**Sent:** Thursday, November 10, 2016 10:01 AM  
**To:** Gayle White  
**Subject:** Now is the time to act.

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Great Plains is disappointed in the results of this year's Presidential election. Hillary Clinton never wavered in her fight to give and defend access to the high-quality health care that Planned Parenthood provides to countless women, men, and families. We face immediate threats to our patients' ability to access high-quality, comprehensive sexual and reproductive health care and

and weeks, your time and commitment to act on behalf of those who need Planned Parenthood the most are greatly needed. We on Planned Parenthood outside our health centers in Arkansas, Kansas, Missouri, and Oklahoma. Together, let's take a stand, and discord. Follow this link to join one of the most important visibility events as we build our power and prepare for a d.

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Laura McQuade, PPGP President & CEO









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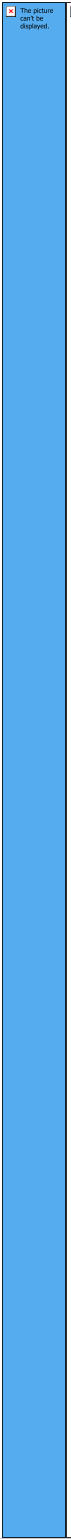











	
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visit [plannedparenthood.org](https://plannedparenthood.org)

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**From:** Laura McQuade, Planned Parenthood Great Plains President & CEO

**Sent:** Monday, November 14, 2016 11:37 AM

**To:** Gayle White

**Subject:** Right Will Win Out Over Wrong

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Planned Parenthood Great Plains Votes

Planned Parenthood Great Plains Votes (PPGPV) was shocked, outraged, and saddened by the results of the presidential election. We are deeply impacted by the results and the impact they will have on our health centers across Arkansas, Kansas, Missouri, and Oklahoma.

What we are most grateful for and proud to participate in was the vast outpouring of support from our communities. Our offices have been inundated with calls, emails, and social media posts. We are grateful for all that people can do to help. This proves what we know to be true: light will outshine darkness and right will win out over wrong. We are grateful for every one of you who stand behind our team. Together, we can protect the precious right our patients have to access Planned

access to our communities transforming their shock and outrage into action. If you're wondering what you can do to support access to our communities, [consider making a generous donation today](#). There is too much riding on our continued passion and commitment for our communities. Tens of thousands of patients will lose their trusted health care provider if we give up. We won't let that happen. We'll continue to fight for what is right and true.

It is an honor and privilege to lead Planned Parenthood in Arkansas, Kansas, Missouri, and Oklahoma and we need your support in the coming months. We will stand strong for our 150 staff members and the 100,000 patients who rely on our care.

We need your support [today](#). Thank you for all you do to support our mission and carry it to your communities. We need to stay strong together now

Laura McQuade  
PPGV President & CEO

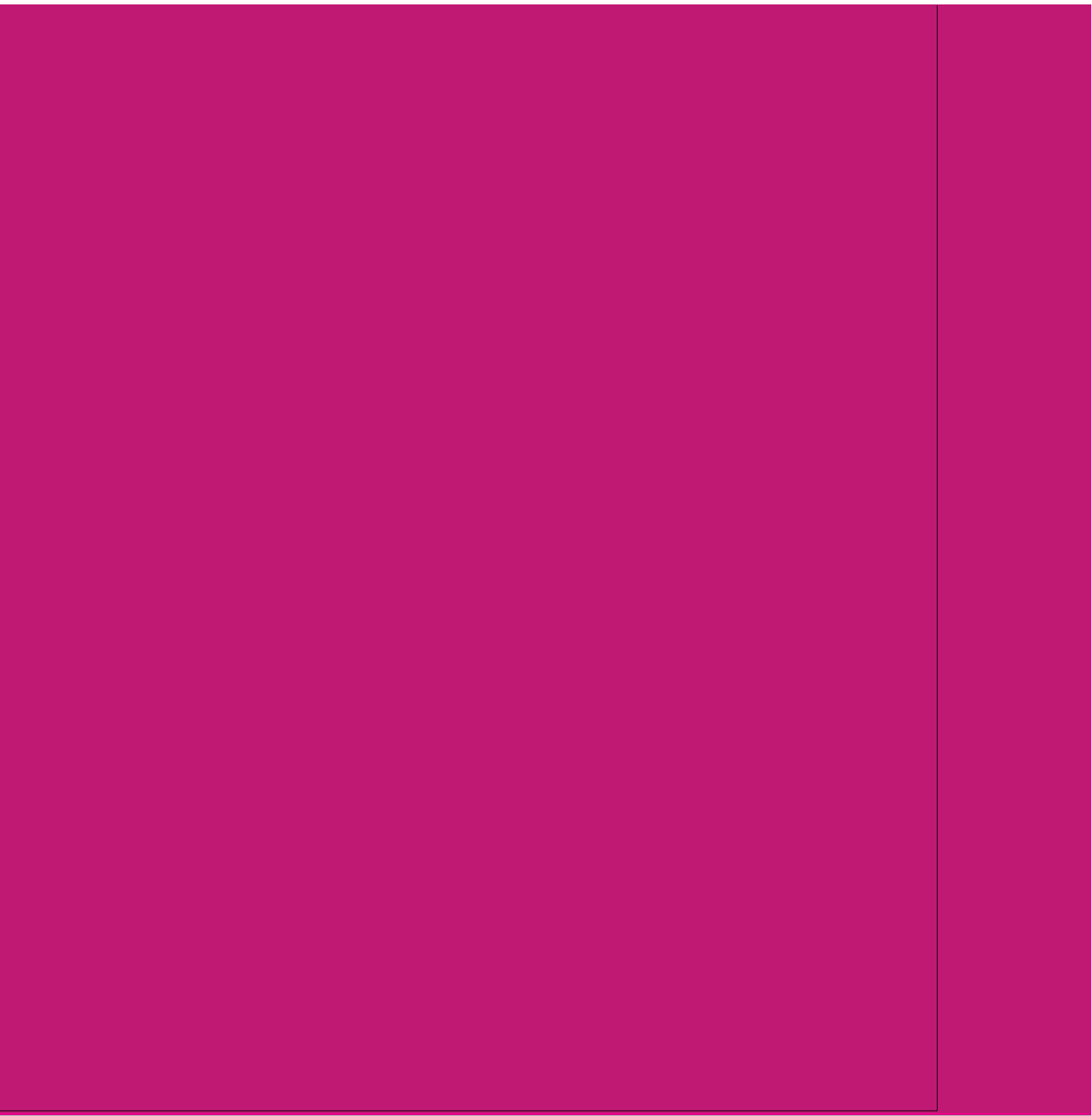
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








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our profile.



**From:** The PPGP Team  
**Sent:** Thursday, November 17, 2016 6:30 PM  
**To:** Gayle White  
**Subject:** Moving Forward - November at PPGP







Are you one of the hundreds of supporters interested in being a volunteer?

Learn how to be an advocate and represent Planned Parenthood Great Plains at our Volunteer Trainings, available across all our four states. Sign up to reserve your spot today.

[Learn more >>](#)

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## Generations Strong - Tulsa



Join us for our annual Generations Strong gala in Tulsa, Oklahoma, a toast to Planned Parenthood's centennial year. Because we are honoring Planned Parenthood supporters throughout the century, we'll be having a Julia Child themed cooking competition highlighting several amazing chefs local to Tulsa. Entertainment for the evening will feature the popular band soundsquatch.

[Learn more >>](#)



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**From:** The Washington Times

**Sent:** Tuesday, January 10, 2017 3:45 PM

**To:** trobinson@pcssd.org

**Subject:** Evening Briefing: Sen. Jeff Sessions pledges to recuse self from Clinton probe as attorney general

# The Washington Times

JAN 10, 2017



## Sen. Jeff Sessions pledges to recuse self from Clinton probe as attorney general

Sen. Jeff Sessions said Tuesday that if confirmed as attorney general he would recuse himself from investigations of Hillary Clinton, ... [more](#)





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otes to keep ban on earmark spending  
racial divisions in Chicago cast dark cloud over Obama farewell address  
Parenthood on the ropes as Republicans move in for knockout punch  
opposes Muslim ban at confirmation hearing



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omey: DNC denied FBI direct access to servers during Russia hacking probe  
y rehangs controversial 'pigs' painting  
r zoologist blasts Obama's climate alarmism: 'Sensationalized nonsense'  
man ticketed for warming car in driveway; police chief tells him to 'drop dead'





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3600 New York Avenue NE  
Washington, DC 20002

This email was sent to trobinson@pcssd.org. If you no longer wish to receive these emails you may update your preferences at any time. Or [click here](#) to unsubscribe from all future mailings.



**From:** Zack Baker (Pride)  
**Sent:** Thursday, February 2, 2017 9:00 AM  
**To:** Aislinn  
**Subject:** It was great meeting you!

We met at the Reproductive Justice Raally

[View this email in your browser](#)



## CENTRAL ARKANSAS PRIDE

Aislinn

It was great meeting you at the rally this weekend!

It was refreshing to see such a large turn out at the 7th Annual Reproductive Justice Rally! Reproductive Rights are an issue we at Central Arkansas Pride care deeply about and we continue year after year to maintain a strong relationship with Planned Parenthood and the Arkansas Coalition for Reproductive Justice!

If you haven't already, I hope you will take the time to "like" us on [facebook!](#)



Planning for this year's pride is already underway and I want to make sure you have every opportunity to get involved! No matter what new challenge may come our way in 2017, we will continue to stand strong and show Arkansas there is a diverse LGBTQ community here that deserves to be listened to.

Please never hesitate to reach out to me if you have questions or want to know how you can help! I look forward to seeing you again in the near future!

Best,

Zack Baker  
Executive Director  
Central Arkansas Pride







**From:** Tristan Goodell (via Google Slides)  
**Sent:** Monday, February 13, 2017 8:42 AM  
**To:** kgray6722@pcssd.org  
**Subject:** Planned Parenthood - Tristan Goodell - Invitation to edit

Tristan Goodell has invited you to **edit** the following presentation:



Planned Parenthood - Tristan Goodell

[Open in Slides](#)

Google Slides: Create and edit presentations online.

Google Inc. 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

You have received this email because someone shared a presentation with you from Google Slides.

Google™

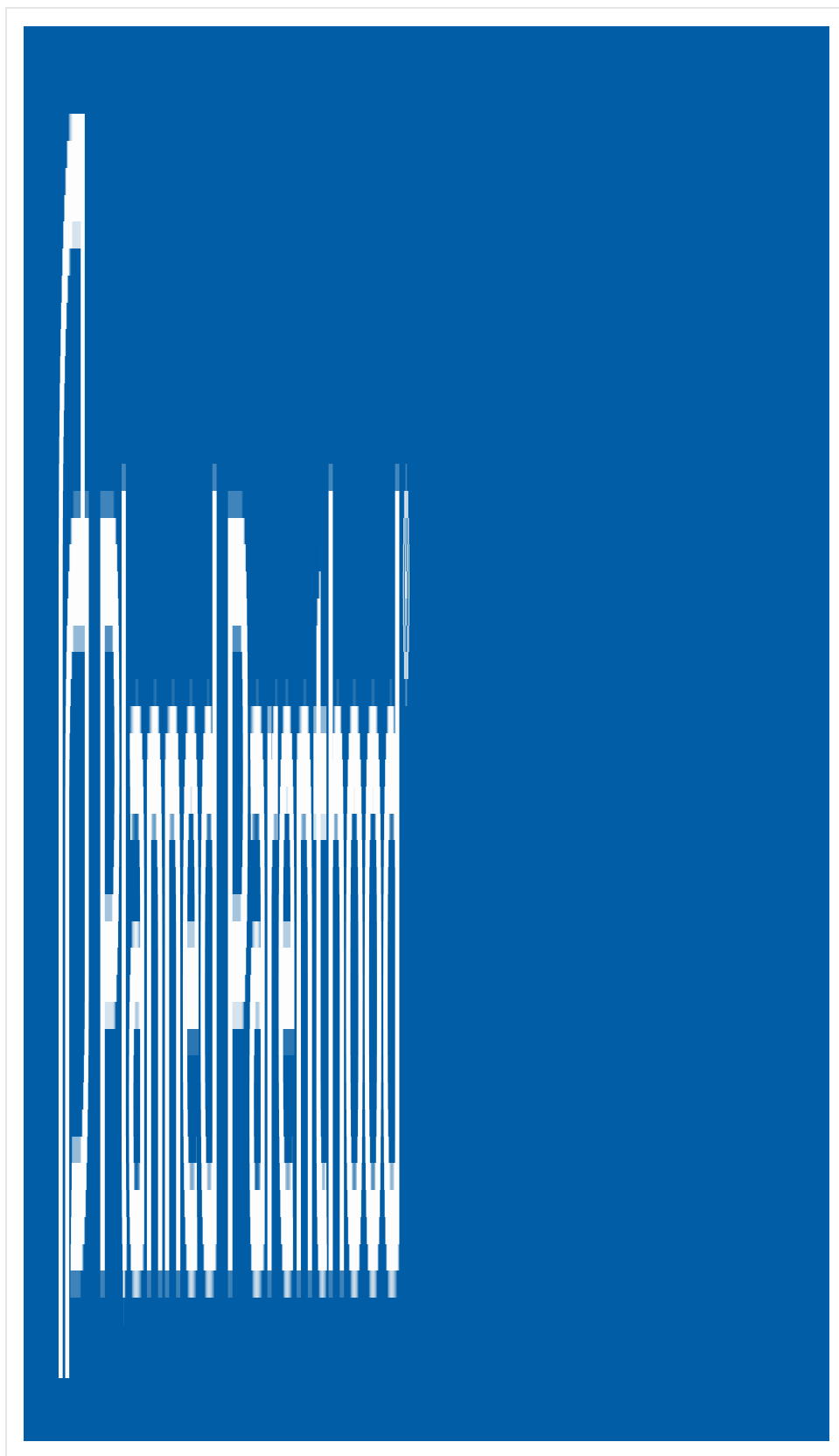


**From:** Planned Parenthood

**Sent:** Tuesday, March 14, 2017 10:05 AM

**To:** lgeorge1908@pcssd.org

**Subject:** Fun Lesson Plans with Health Games & Quizzes







Planned Parenthood provides free health games and quizzes for teens.

These tools bring the science of choosing healthy behaviors to a digital format where teens can explore comfortably. Incorporate them into your existing curriculum, or utilize the lesson plans developed by Planned Parenthood.



## EXPLORE TOOLS

### Health Education Tools



#### The Kickback

Teens view effective responses to avoid risky situations and explore how they might handle similar situations.

Lesson plan available!



#### What's Your Future Plan?

Teens consider how having a child could impact their future plans and set goals to help them meet their aspirations.

Lesson plan available!



#### Awkward or Not?

Teens explore their feelings about discussing sex and relationships with their parents, and are encouraged to start the conversation.

Explore all our free resources and download the lesson plans!



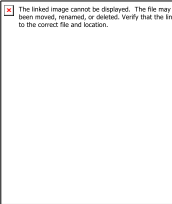
Planned Parenthood Federation of America  
123 William Street, New York, NY 10038



**From:** PPGPV Arkansas  
**Sent:** Monday, March 20, 2017 9:17 AM  
**To:** Gayle White  
**Subject:** Arkansas Monitor: Tell Your Story



Plains Votes





e for lifesaving cancer screenings, preventive care, and referrals for  
l cervical cancer make up one third of all female cancer diagnoses in  
l attacks against Planned Parenthood could jeopardize these essential  
on services.

ol to influence lawmakers. Do you have a story to share? We'd love

[Share your story now > >](#)



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## Legislative Update

There are 3 bills we are currently tracking and opposing. Please contact your state legislators and ask them to vote NO on the following bills. Unsure who represents you or how to contact them? Type in your zip+4 [here](#).

HB [1434](#) - A bill that would prohibit abortion sought solely on the basis of sex of the fetus, passed out of Senate Public Health last Thursday. It will be heard on the Senate floor today.

HB [1628](#) - A bill that would allow health care professionals to deny patients care based on religious beliefs, failed in the House Public Health Committee on March 9. We will continue to monitor this bill, as it may be reintroduced.

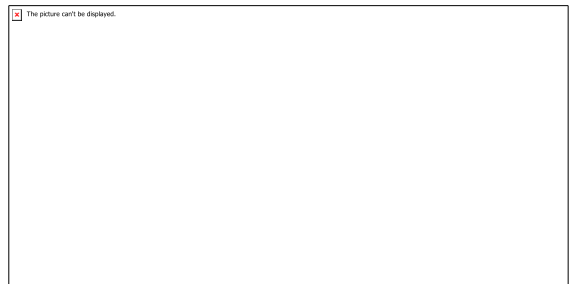
[SB 745](#) - Filed by deadline for the 2017 legislative session, this bill would prohibit the state of Arkansas and state employees from facilitating or paying for an abortion for a woman in state custody. It is currently on the agenda for Senate Public Health and may be heard as early as this week.

## Thursday March 23 - Arkansas Supports the ACA!

This Thursday, we celebrate the sixth anniversary of the Affordable Care Act (ACA). Thanks to the ACA and Arkansas Works, 300,000 Arkansas citizens have experienced improved health outcomes from expanded access to health insurance. Join us for a coalition speak out "Arkansas Supports the ACA!" in Little Rock from 5:30-7pm. [Read more »](#)

## Pink Out 2.0!

Planned Parenthood supporters across the nation will Pink Out their show up to congressional offices to rally support for ACA and a health care provider for 2.5 million patients nationwide. Stay join us!





but still want to help? Here are a few easy actions you can take.

Mobile Action Network. You can text STOP to quit anytime. (Data apply.)

your sexual and reproductive health care!

LAN

expressing your support for Planned Parenthood Great Plains  
to the Democrat Gazette submission page. Tips for writing a letter

2!

ways ready to fight Bettina Brownstein will be honored at the 30th  
lains Garden Party on May 3rd. Bettina has represented PP as pro  
d supporter for many years. We'd like to honor her with our  
r her unfailing support of women's health and reproductive justice.  
ettina and celebrate our fabulous Garden Party.

partyforpp.org. Tickets will also be available at the door the night of.

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ins Votes

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


































































































































































































































































































































































































































































**From:** PPGP Votes in Arkansas

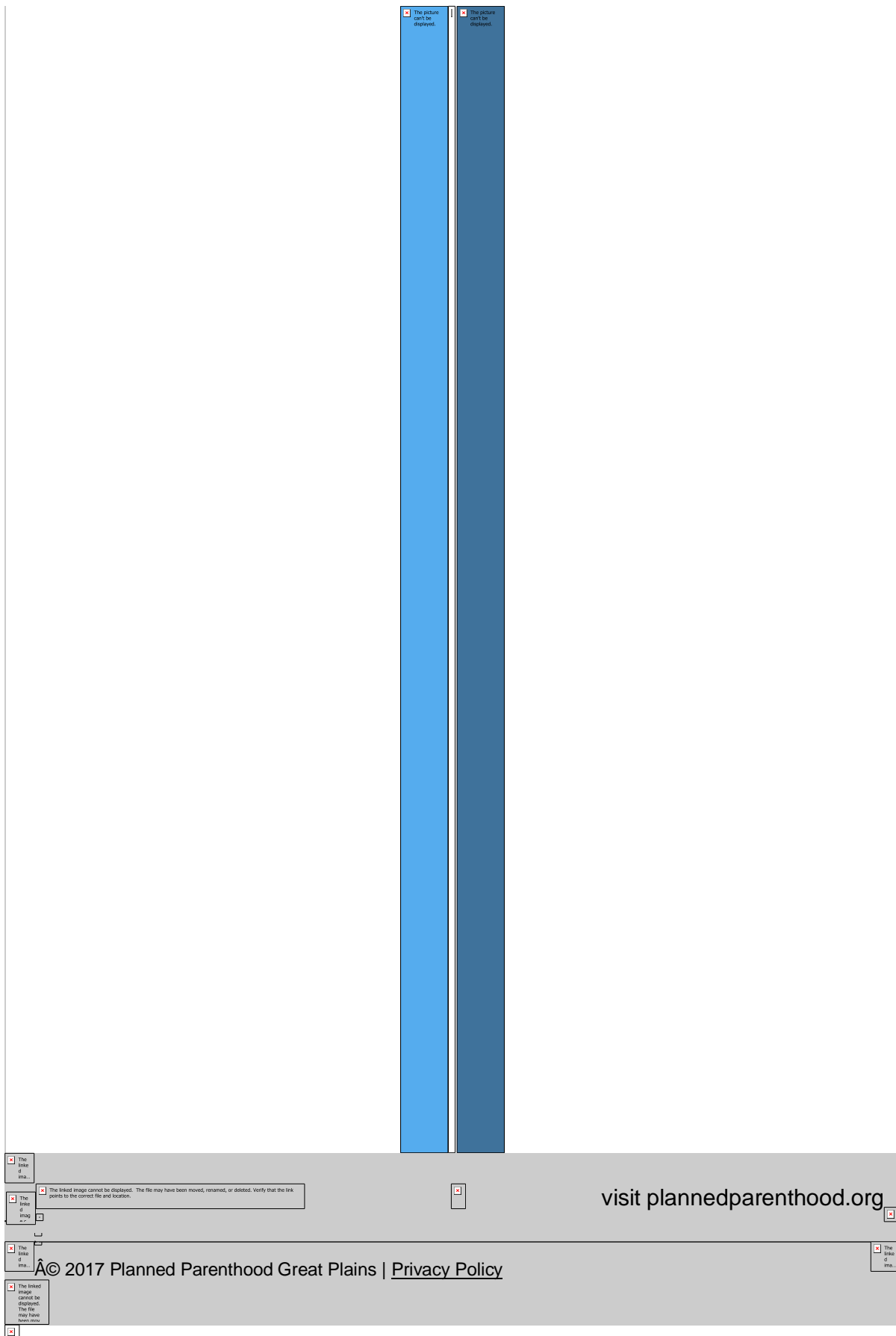
**Sent:** Monday, April 3, 2017 9:52 AM

**To:** Gayle White

**Subject:** Arkansas Monitor: Do you have your Garden Party ticket yet?





This message was sent to gwhite1438@pcssd.org.

[Click here to unsubscribe or edit your profile.](#)



**From:** Maggie Hassan

**Sent:** Monday, June 26, 2017 3:25 PM

**To:** Calvin Davis

**Subject:** Calvin, here's what health care repeal would mean for women:

Pitch in \$3 or more before our end-of-quarter deadline to help elect Democrats all across the country.

**DONATE**

Calvin --

Last week, just like you, I finally got to see the health care repeal bill that Senate Republicans have been working on in secret.

I can't say I'm surprised that 13 Republican men came up with a bill that would be disastrous for millions of American women.

Now, they're rushing their bill to a vote -- and we must stop it from passing. Can you pitch in \$3 or whatever you can to stand with my Democratic colleagues and all the Democrats across the country who are fighting back against health care repeal?

The health care options that are available to women should be equal to what's available to men. That means basic health care needs -- like preventive care, cancer screenings, maternity care, and, yes, the constitutionally-protected right to access abortion services -- should be covered.

That won't happen if the GOP's health care repeal becomes law.

If Republicans get their way, insurers would no longer be required to cover essential health benefits like maternity care.

The GOP's draconian cuts to Medicaid would disproportionately affect women. Medicaid funding pays for nearly one-half of births nationwide, and in my state of New Hampshire, 62 percent of Medicaid recipients are women.

And it wouldn't be a Republican health care bill if it didn't defund Planned Parenthood -- which doesn't only affect women's reproductive health choices, Calvin. Millions of women across the country get their primary and preventive care from Planned Parenthood. In some communities, Planned Parenthood is the only women's health care provider available. Defunding it would cut off access to routine checkups, mammograms, and cancer screenings for hundreds of thousands of American women.

When it comes right down to it, there's only one way to look at the GOP's health care repeal: they're playing political games with every woman in this country's right to make her own health care decisions. We have to fight back with everything we've



got.

Chip in \$3 or more to stand together with Democrats and elect leaders who will protect our health care.

If you've saved your payment information with ActBlue Express, your donation will go through immediately.

QUICK DONATE: \$3

QUICK DONATE: \$10

QUICK DONATE: \$25

QUICK DONATE: \$50

QUICK DONATE: \$100

Or donate another amount.

With every good wish,

Maggie Hassan  
U.S. Senator, New Hampshire

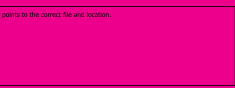


Paid for by the Democratic National Committee, 430 South Capitol Street SE, Washington DC 20003 and not authorized by any candidate or candidate's committee. Contributions or gifts to the Democratic National Committee are not tax deductible.

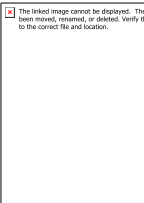
This email was sent to cdavis@pcssd.org. If this isn't the best email address at which to reach you, [update your contact information](#). Our email list is the best way we have of staying in regular contact with supporters like you across the country and letting you know about the work Democrats are doing. If you like staying in touch, but want to receive only the most important messages, click [here](#). Click [here](#) to unsubscribe from our supporter list, but if you leave, it will be harder for you to stay involved in the organization that you've been such a critical part of. This organization is powered by you, and we'd love to hear your ideas. Send us any comments, criticisms, or feedback [here](#), or just reply to this email! Thanks for supporting our party.



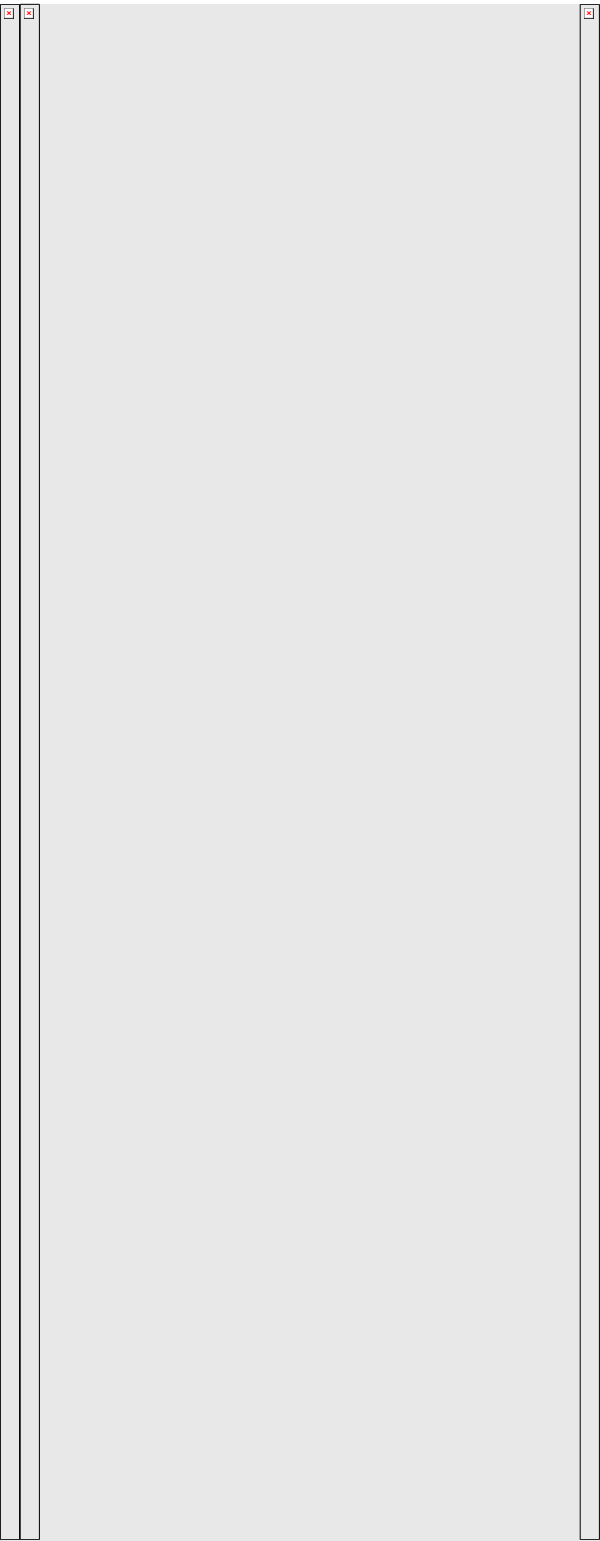
**From:** PPGPV Arkansas  
**Sent:** Monday, July 31, 2017 1:18 PM  
**To:** Gayle White  
**Subject:** AR Monitor: Sigh of Relief



at Plains Votes









Be heard, Gayle.

Tweet your Senator today.



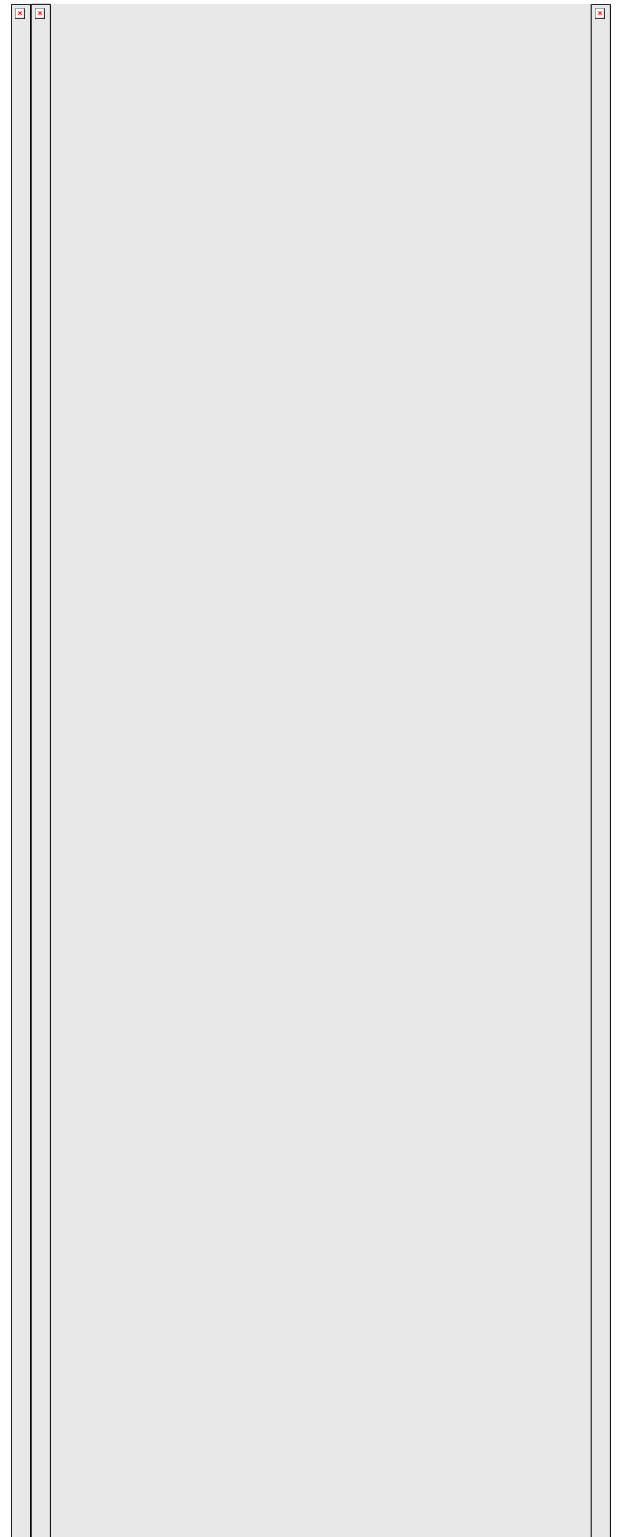


Tweet Your Senator



last week, the U.S. Senate defeated the worst health care policy in a never-ending resistance, together, we protected access to health care for us and the one million Planned Parenthood patients who rely on health care nightmare and it's all thanks to you!

Republican Senators in Arkansas all voted in favor of gutting the and leaving 16 million Americans without insurance while blocking Planned Parenthood. Tweet your outrage to Senators Tom Cotton and John we are watching and they will pay a political price for risking the lives









## Medication Abortion At Risk in Arkansas

Court of Appeals overturned a lower court's ruling that temporarily blocked a medically unnecessary restriction. The law was passed in 2015 and required abortion providers have a contract with a second physician who holds a nearby hospital. If this law goes into effect, Arkansans will lose access to safe, legal abortion at all but one health

[Please see our full statement here.](#)

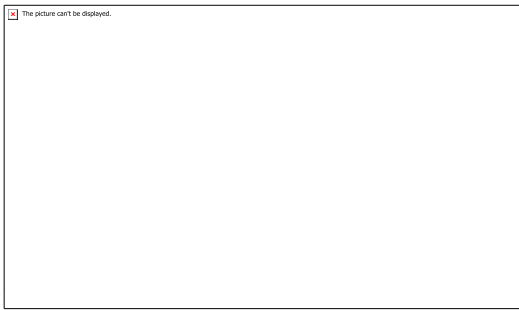


ter lots of folks who don't know all the barriers that women face in Arkansas when seeking safe, legal abortion  
y weeks, we'll be providing information on the steps that a patient must go through to access abortion services in our

res physicians providing abortion services to obtain informed consent (or misinformed consent, as we call it) from a patient  
o performing the abortion.  
ate is the inclusion of medically inaccurate information including information on the “adverse psychological  
and the availability of a medication abortion reversal procedure, which is scientifically unfounded.



and Great Plains provides every patient with counseling, support and information about all alternative options, adoption and abortion.



September 28 in Fayetteville!

Join us on Wednesday, September 28 to celebrate and support Planned Parenthood Great Plains' accomplishments and!

Invite your friends, old and new, for an evening of fun featuring heavy hors d'oeuvres, drinks, wine pull and a silent auction of local businesses and artists.

## RSVP

Join Planned Parenthood with the following easy actions.

Join the [Planned Parenthood Mobile Action Network](#). You can text STOP to quit anytime. (Data and standard message rates apply.)

Get your sexual and reproductive health care! [Click here](#) or call 800-230-PLAN to make an appointment.

Follow us on Twitter [here](#).

the streets,

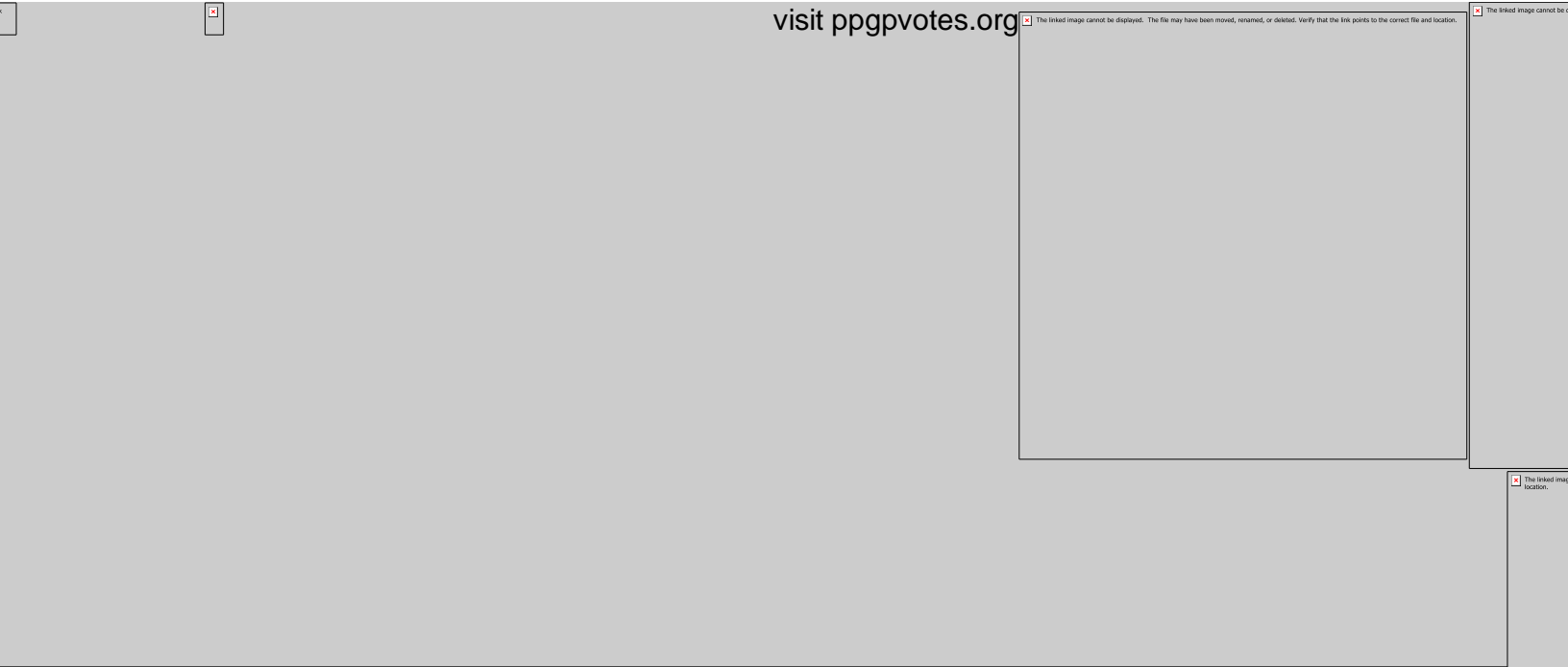
Mullinax,

Organizer

Planned Parenthood Great Plains Votes

Donate »





visit [ppgpvotes.org](http://ppgpvotes.org)



Great Plains Votes | [Privacy Policy](#)



ssd.org. [Click here to unsubscribe or edit your profile.](#)



**From:** Sen. Catherine Cortez Masto (via DSCC.org)  
**Sent:** Tuesday, September 12, 2017 1:09 PM  
**To:** ktruslow@pcssd.org  
**Subject:** 10 Democratic women Senators who are counting on you, team



Team --

When I decided to run for the U.S. Senate in 2015, I knew that it would be a tough fight.

As Nevada's Attorney General, I had done some things that made me pretty unpopular with special interest groups. When the Big Banks preyed upon Nevada's middle-class families, I refused to sit back and I led the fight against foreclosure fraud. I fought the Big Banks tooth and nail to get the relief and justice Nevada families deserved -- and I brought back over \$1.9 billion to Nevada.

I knew my work would make me a top target for dark money attacks from GOP super PACs. But I also knew that the DSCC's Women's Senate Network (WSN) would be with me every step of the way.

With ten female Democratic Senators up for re-election next year, we can't afford to wait. We need to launch strong campaigns now. So I'm asking team, will you chip in \$1 or whatever you can today to become a member of the Women's Senate Network?

Founded in 2001 by my colleague, Senator Debbie Stabenow, WSN's goal is to help more women join -- and stay -- in the U.S. Senate.

Our mission is to help our candidates launch strong, tough campaigns, provide guidance, mentorship, and financial support -- and ultimately, win.

Since WSN launched, I'm pleased to say that a record number of women have joined the Senate. This election cycle, we have ten Democratic female Senators up for re-election and the chance to elect my friend Jacky Rosen in Nevada. It's an important fight and I am proud to help lead it as the Chair of the 2018 Women's Senate Network.

Team, the number of female Democratic Senators up for re-election represents nearly HALF of all women in the Senate. Will you chip in \$1 or whatever you can today to help the Women's Senate Network get the job done?

It was the hard work of Senators Claire McCaskill and Kirsten Gillibrand that pushed the Senate to hold hearings and demand accountability on sexual assault in the military. It was Elizabeth Warren who helped make the Consumer Financial Protection Bureau become a safeguard for consumers everywhere. And it is our female Senators who have led the fight to defend Planned Parenthood.

I don't want to imagine what the Senate will look like in 2019 if we don't help all of our female candidates win. And the reality is that means we have to start now, not next year.



Some of our female Senators are already facing attack ads in their home states and it's going to take a grassroots movement to get all of our women re-elected.

Team, help provide our Democratic women candidates with the resources they need for the fights ahead -- chip in today:

<http://www.dscc.org/elect-women>

Thank you for your support,

¡La lucha sigue! The fight continues!  
Catherine

Senator Catherine Cortez Masto  
Chair, Women's Senate Network

Democratic Senatorial Campaign Committee  
120 Maryland Ave. NE  
Washington, DC 20002

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Paid for by the DSCC, [dscc.org](http://dscc.org),  
and not authorized by any candidate or candidate's committee.

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The DSCC is the only committee solely dedicated to supporting Democrats in the U.S. Senate. This message was sent to [ktruslow@pcssd.org](mailto:ktruslow@pcssd.org) because you are a part of the DSCC's grassroots network. Please add us to your address book or approved senders list to make sure you keep receiving DSCC updates.

Emails are a critical way for us to stay in touch with our grassroots supporters. 99% of the DSCC's contributions come from grassroots donors giving less than \$200. We also strive to keep you updated on issues related to the Democratic Party's values.

If you'd like to take a break from DSCC emails, [click here](#).

If you'd like to make a contribution to support us, please [click here](#). Together, we're going to take back the Senate, but we'll need the help of every single grassroots supporter to do it. If you'd like to stop receiving all emails from the DSCC, please [click here](#). We greatly appreciate your continued support.

Contributions or gifts to the DSCC are not tax deductible.



**From:** Kayla M  
**Sent:** Sunday, January 7, 2018 5:48 PM  
**To:** Kayla M  
**Subject:** FW: QAST UPDATE FOR 2018  
**Attachments:** QAST Handbook 2018.doc; CEU Packet 2018.docx

[Sent from Yahoo Mail on Android](#)

On Mon, Dec 18, 2017 at 12:42 PM, Cheryl Sugg  
<Cheryl.Sugg@arkansas.gov> wrote:

QAST Level Interpreters,

As we close out 2017 I'd like to bring a few things to your attention concerning QAST testing and CEU's for next year. I've attached our current QAST Handbook and CEU Packet of information. *PLEASE READ THIS EMAIL CAREFULLY.* (I apologize if you receive this email more than once.)

- CEU's- CEU's need to be earned in two specific categories: Professional Development and **Ethics**. This was actually put in place for 2017. However, it seems that some didn't realize they were supposed to earn CEU's in the area of **Ethics**. Almost everyone has been faithfully sending in their many CEU's, just not in **Ethics**. All Professional Development CEU's will be accepted this year to cover all 10 CEU's. We realize that everyone is still getting used to this change. Here is the section in the CEU Packet that covers this information.

C. What are the Content Areas and how many CEU's must I earn in each?

All Content Areas must be related to deaf culture, deafness, DeafBlind, Interpreters/Interpreting field, sign language or sign vocabulary. Other content areas require prior approval from the QAST Coordinator and are handled on an individual basis. CEU's may be obtained through, Interpreter Education Coursework, Conferences, Workshops, Video Streaming or Online Courses. A maximum of 2 CEU's may also be earned with prior approval in the area of Mentoring.

CONTENT AREA # 1

AVENUE'S FOR EARNING

CONTENT AREA # 2

## CEU'S

Professional

Interpreter Education courses,  
Conferences, Workshops

Professional



Ethics



At least 3 CEU's required

Online Courses



Skill Development



At least 7 CEU's required

*Mentoring must be working with a **pre-approved** tutor/instructor with a QAST Level 4 or Level 5 or National Certification.*

\*\* See the “QAST/CEU Report” Instructions for documenting these Content Areas.

- Some of you may be thinking “Where do I find an ethics workshop?” I’m glad you asked! I googled Interpreter ethics workshops and found about 10! Here are a few:

CEU's on the Go

This one has a variety of webinars and Podcasts including several

that are ETHICAL <https://ceusontheho.com/activities/>



## Sign Talk (Ethical)

<http://www.signtalk.org/Files/SignTalk/Images/webinar/index.html>

<http://www.signtalk.org/Professional-Development-Series.html>

## I CEU Central

<https://iceucentral.myshopify.com/collections/professional-ethics-studies>

- **QAST Changes:** Years ago when QAST testing was first developed the QAST Level 5 was a “Permanent” level. However, in 1994 achieving the Permanent Level 5 was no longer an option. Those that already held a Permanent 5 were allowed to keep it as long as they maintained their CEU’s. Beginning in January 2018 the Permanent Level 5 will again be recognized. Those interpreters that currently hold a level 5 will become “Permanent,” and will no longer need to go through QAST testing as long as they maintain their CEU’s. If CEU’s are not maintained they will lose their level, and permanent status. They will be required to start the process over at the beginning with the written test if they would like to continue interpreting.
- **QAST Requirements:** Please look over the information that I’ve highlighted from the QAST handbook. These are changes for 2019.

## ***PREREQUISITES FOR QAST TESTING:***

Beginning January 1, 2017 prerequisites for testing will be phased in.

- **Phase 1** began January 1, 2017. Each new candidate that does not have formal education in the field of interpreting will need documentation verifying that they’ve earned Continuing Education Units. These CEU’s are to include at least 5 hours in ethics, 5 hours in voicing, and 5 hours in interpreting within the last 12 months from either an on line source or through the Registry of Interpreters for the Deaf (RID) or the Arkansas Registry of Interpreters for the Deaf (ARID).
- **Phase 2** will begin January 1 2019. Each candidate for testing must have at least an AA in the field of Interpreting, or Sign Language Studies to be allowed to test.
- **Phase 3** will begin January 1, 2021. Each candidate for testing must have at least a BA in the field of Interpreting to be allowed to test.



**ALTERNATIVE PATHWAYS:** Once these prerequisites have been implemented they may be waived for students in an accredited IEP if the test is a requirement for their educational benchmark. If a candidate is not in or has never completed an accredited IEP, but they are a member of ARID, working professionally as an interpreter and earning CEU's, they may be granted an alternative pathway. Interpreters who have already achieved a QAST level and maintain their CEU's will be "grandfathered" in and allowed to retest as long as their level stays current. Candidates that do not have formal education in interpreting or are unable to qualify using the alternative pathway will not be allowed to test.

- Live Panel QAST dates have already been set for 2018. They are:

January 12 (full)

February 23

March 23

April (UALR TESTING)

May 25

June 15

July 20

August 3

September 7

October 5

November 9

December 7

Please contact me if you have any questions. I hope you have a very Merry Christmas and a WONDERFUL holiday season!

**Cheryl Sugg NIC**

Area Rehabilitation Manager for

Services for the Deaf and Hard of Hearing/



QAST Administrator

Arkansas Rehabilitation Services

900 W. 7th Little Rock, AR 72201

501-686-9683 (office) ~ 501- 366-4505 (cell)

501-686-9418 (fax)





# STATE OF ARKANSAS



Asa Hutchinson  
*Governor*

Department of Workforce Education  
Arkansas Rehabilitation Services  
D. Alan McClain, *Commissioner*

Charisse Childers, Ph.D.  
*Director*

Dear QAST Candidate,

The information below is the Arkansas Quality Assurance Screening Test (QAST) Handbook for Interpreters. The handbook includes:

- Prerequisites for Testing
- QAST Screening Procedures for the Applicant/Candidate
- Maintaining a Level
- Functional Descriptions of QAST Levels
- QAST Professional Conduct Standards
- Registry of Interpreters for the Deaf, Inc. (RID) Code of Professional Conduct

These materials cover many of the questions posed by candidates interested in taking the QAST. Please be sure to read each part of the packet **thoroughly**. When sending in your fees and application, be sure to include all the necessary fees for your written and performance test, as any error will delay your testing date.

If you have any questions, please don't hesitate to contact the QAST Evaluation Team in the Interpreting Department with Arkansas Rehabilitation Services.

Sincerely,

QAST Evaluation Team Member  
Arkansas Rehabilitation Services



**PLEASE READ CAREFULLY:**

ALL PROCEDURES AND CONTENT OF  
THE QAST SCREENING TESTS ARE STRICTLY  
**CONFIDENTIAL.**

VIOLATION OF THIS CONFIDENTIALITY  
BY THE CANDIDATE WILL RESULT IN  
SERIOUS REPERCUSSIONS WHICH MAY  
INCLUDE SUSPENSION/REVOCATION OF  
CREDENTIAL OR BEING PERMANENTLY  
BANNED FROM TAKING THE  
ARKANSAS QAST.



# ARKANSAS QUALITY ASSURANCE SCREENING TEST (QAST) FOR SIGN LANGUAGE INTERPRETERS

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## QAST SCREENING PROCEDURES FOR THE APPLICANT/CANDIDATE

### ***PREREQUISITES FOR QAST TESTING:***

Beginning January 1, 2017 prerequisites for testing will be phased in.

- **Phase 1** began January 1, 2017. Each new candidate that does not have formal education in the field of interpreting will need documentation verifying that they've earned Continuing Education Units. These CEU's are to include at least 5 hours in ethics, 5 hours in voicing, and 5 hours in interpreting within the last 12 months from either an on line source or through the Registry of Interpreters for the Deaf (RID) or the Arkansas Registry of Interpreters for the Deaf (ARID).
- **Phase 2** will begin January 1 2019. Each candidate for testing must have at least an AA in the field of Interpreting, or Sign Language Studies to be allowed to test.
- **Phase 3** will begin January 1, 2021. Each candidate for testing must have at least a BA in the field of Interpreting to be allowed to test.

**ALTERNATIVE PATHWAYS:** Once these prerequisites have been implemented they may be waived for students in an accredited IEP if the test is a requirement for their educational benchmark. If a candidate is not in or has never completed an accredited IEP, but they are a member of ARID, working professionally as an interpreter and earning CEU's, they may be granted an alternative pathway. Interpreters who have already achieved a QAST level and maintain their CEU's will be "grandfathered" in and allowed to retest as long as their level stays current. Candidates that do not have formal education in interpreting or are unable to qualify using the alternative pathway will not be allowed to test.

**APPLICATION FORMS AND FEES FOR THE QAST:** To apply for testing the following items must be submitted:

- Application
- Prerequisite documentation
- Fee(s) stated on the application form
- Copy of the candidates current Driver's License

**\*\*** Please note that there is a separate application for out of state candidates.

**\*\*** Due to the fact that interpreters working in the field are privy to sensitive information and situations the interpreter candidate may also be asked to provide a background check before testing.

**Fees are non-refundable.** In the event of an illness or emergency, with prior notice, the applicant may be rescheduled for screening without an additional fee.

Once an application for testing has been received, the applicant has 6 months to schedule their written and performance test. If the applicant has made no effort to schedule their test in the allotted time, all fees submitted will be lost and are non-refundable.



**WRITTEN TEST:** The written test is provided at a time prior to the performance screening and assesses knowledge of interpreting and the RID and QAST CODE OF PROFESSIONAL CONDUCT. The applicant must attain at least **84%** (i.e. 42 correct out of 50 multiple choice questions) to become a candidate for the performance portion.

**COMPOSITION OF THE QAST SCREENING TEAM:** The QAST screening team consists of: the Coordinator b: three trained screening members (hearing interpreters and a deaf consumer), and c: a transliterator who will transliterate the candidate's sign to voice performance. The coordinator monitors the process and tallies the scores from the individual screeners assessments of the candidate's performance.

**WARM UP TIME AND THE QAST SCREENING:** Candidates are encouraged to arrive one hour before the scheduled screening. Warm up materials are available to assist in preparation for the screening. The duration of the screening is approximately one hour and 15 minutes.

Each screener will score the candidate's performance in the following three areas:

1. The Interview: During the Interview portion, the screening team may or may not use their voices when communicating with the candidate. The candidate must rely on one's receptive sign language skills. Questions will be asked about interpreting issues and the kind of consumers with whom one has worked. Candidates are required to sign for themselves. The candidate must pass the interview with a score of 70% to continue on to the interpreting and transliterating performance screening.
2. Transliterating Skills: Interactive videotaped materials are used for candidates to transliterate messages for sign to voice and voice to sign (signed English mode).
3. Interpreting Skills: Interactive videotaped materials are used for candidates to interpret messages from sign to voice and voice to sign (American Sign Language). The candidate may receive different levels for interpretation and transliteration.

**FEEDBACK:** The QAST Screening Team is available immediately following the screening to answer questions and provide feedback during this closing interview. Team members will take the opportunity to discuss the candidate's strengths, weaknesses, and directions for further improvements and growth.

**WHEN A LEVEL IS RECEIVED:** If a candidate receives a level they have earned a "STATE CREDENTIAL."

**A QAST LEVEL IS NOT CERTIFICATION**



**LICENSURE:** Any person with a credential intending to work as an interpreter **MUST APPLY FOR A LICENSE**. Anyone working as a professional interpreter without the proper qualifications and license may be fined between \$100-\$500 for each time it is reported that they are working without proper credentials or license.

**To obtain a license send your application to:**

Arkansas Department of Health  
Licensing Office  
Advisory Board for Interpreters  
4815 West Markham St., Slot 29  
Little Rock, AR 72205-3867

The application for an interpreter license can be found at this website:

<http://www.arkansasrid.org/wp-content/uploads/2015/01/licensure-application.pdf>

For more information about the licensure rules and regulations go to:

<http://www.healthy.arkansas.gov/aboutADH/RulesRegs/InterpretersRule.pdf>

For more information about the licensure law go to:

<ftp://www.arkleg.state.ar.us/acts/2013/Public/ACT1314.pdf>

**CONTINUING EDUCATION UNITS (CEU'S):** Once a level is received the interpreter is required to earn at least 10 CEU's per calendar year. Interpreters screened for the first time between **Jan 1-July 31 are required to earn 10 CEU's by Dec 31** of the same calendar year that they screened. Interpreters screened for the first time between **Aug 1 – Dec 31 are required to earn 10 CEU's by Dec 31 of the next calendar year after they screened**. The CEU's earned must be earned in 2 different content areas: Each Interpreter must earn 7 CEU's in Professional Development and 3 CEU's in Professional Ethics.

**RE-SCREENING:** One is encouraged and expected to upgrade skills and interpreting abilities; therefore, re-screening is required if the candidate wants to maintain or renew their QAST level. A candidate must wait six months before re-screening on Levels 1-3 or Levels 4-5. A 6 months wait is not required to take Level 4-5 upon receiving a Level 3.



# FUNCTIONAL DESCRIPTIONS OF QAST LEVELS

## BEGINNERS SCREENING PERFORMANCE LEVEL 1-3

### **LEVEL 1: Beginner**

Expiration: Two (2) years **\*\*10 CEU's required yearly\*\***

The candidate is able to transliterate or interpret **50%** of the beginner's performance screening tape(s). A LEVEL 1 interpreter may be used for one to one situations on a non-technical basis in which the interpreter has an opportunity to stop for clarification and receive feedback from the consumer who is deaf and the consumer who is hearing.

#### Limitations:

Interpreters holding this credential should limit their work to one-on-one situations where communication **can** be interrupted easily for clarification. This level reflects limited voicing and limited ASL (interpreting) production and stronger PSE (transliterating) skills. Teaming with higher level and/or certified interpreter is encouraged to build skill.

### **SHOULD NOT BE UTILIZED IN THE FOLLOWING:**

- Legal
- Mental Health
- Serious Medical
- Educational
- Critical situations
- Platform/Conference

### **LEVEL 2: Beginner-Intermediate**

Expiration: Two (2) years **\*\*10 CEU's required yearly\*\***

The candidate is able to transliterate or interpret **70%** of the beginner's performance screening. A LEVEL 2 interpreter **can** be used for job applications, orientation sessions, tutoring sessions and simple non-technical medical examinations. These interpreting situations may or may not permit the interpreter to stop consumer(s) for clarification.

#### Limitations:

Interpreters holding this credential should limit their work to one-on-one situations and a select few group sessions/workshops/seminars where communication **can** be interrupted occasionally for clarification. This level reflects limited voicing and limited platform abilities. Teaming with higher level and/or certified interpreter is encouraged to build skill.

### **SHOULD NOT BE UTILIZED IN THE FOLLOWING:**

- Legal
- Mental Health
- Serious Medical
- Educational
- Critical Situations



### **LEVEL 3: Intermediate**

Expiration: Two (2) years **\*\*10 CEU's required yearly\*\***

The candidate is able to transliterate or interpret **85%** of the beginner's performance screening. Most group sessions are easily handled if there is a minimum of voicing required. Most one-on-one situations are easily handled.

Limitations:

Interpreters holding this credential should concentrate their work to one-on-one situations and group sessions/workshops/seminars with limited voicing needs. This level reflects stronger skills (ASL and Transliterating) than Levels 1 and 2. Teaming with higher level and/or certified interpreter is encouraged to build skill.

### **SHOULD NOT BE UTILIZED IN THE FOLLOWING:**

- Legal
- Mental Health
- Serious Medical
- Critical Situations

## **ADVANCED SCREENING PERFORMANCE LEVELS 4-5**

### **LEVEL 4: Intermediate-Advanced**

Expiration: Five (5) years **\*\*10 CEU's required yearly\*\***

The candidate is able to interpret or transliterate **70%** of the advanced performance screening. This interpreter functions well expressively and receptively in most technical situations and can function well as an interpreter/transliterators.

Limitations:

Discretion should be used regarding the situation and language level of the consumer. Please consult CPC and use professional judgment.

### **SHOULD NOT BE UTILIZED IN THE FOLLOWING:**

- Civil or Criminal Court
- Extensive Mental Health Therapy

### **LEVEL 5: Advanced**

Expiration: Five (Permanent) **\*\*10 CEU's required yearly\*\***

The candidate is able to interpret or transliterate **85%** of the advanced performance screening. This interpreter functions well expressively and receptively as an interpreter/transliterators in a majority of situations.

Limitations:

No restrictions are indicated

Please consult CPC and use professional judgment



## **Arkansas Department of Health Licensure Summary of Credentials<sup>1</sup>**

**A. Credentials.** Sign language interpreters' credentials are based on levels of proficiency, and in order to protect the health, welfare and safety of the consumers, interpreters shall only accept assignments appropriate for their proficiency based upon accepted credentials for licensure.

**B. Teaming.** In the event a team of Interpreters is required to manage the communication accessibility of an assignment, a mixture of proficiency levels may be acceptable only if the following criteria are met:

- 1.** The primary Interpreter's proficiency level meets or exceeds the required qualifications for that setting;
- 2.** The primary Interpreter agrees to serve as a mentor and to monitor the services of the secondary Interpreter.
- 3.** The secondary Interpreter's proficiency level is only one (1) category lower than the proficiency level required for that setting; and\ 11
- 4.** The secondary Interpreter agrees to adhere to the guidance given by the primary Interpreter during the teaming assignment.

**C. Evidence of Licensure.** Upon request of any consumer or hiring entity, an interpreter shall show proof of his or her Arkansas license that will indicate qualifications.

### **D. Levels**

The following list of settings for qualifications is not all-inclusive.

**Levels:**

**(1). QAST I; BEI I**

**Registration, Classroom Extracurricular Activities**

**Social Services – Independent Living, Basic Living Skills, Bus Card**

**Civic Club Meetings, Recreation, Socialization**

**(2). QAST II; BEI II; BEI Basic**

**Driver's License Testing**

**Eligibility for services - Follow-up Interview**

**Support Services – Non Academic Advisors**

**Support Services - Orientation, Life/Job Skills**

**Basic Job Readiness Training (semi-skilled technical or unskilled labor)**

**Interview Application for Services**

**On-the-job Training**

**Sheltered Workshop**

**All settings listed in Subsection XI(A) 12**

**(3). QAST III; BEI III; BEI Advanced**

**Social Services –Food Stamps, Social Security, Medicare/Medicaid, TEA/SNAP benefits**

**Continuing Education Workshops**

**Job Related: staff meetings, employee/employer meetings, safety workshops, job training, vocational counseling, vocational assessment**

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<sup>1</sup> <http://www.healthy.arkansas.gov/aboutADH/RulesRegs/InterpretersRule.pdf>



Tax preparation, credit counseling, mortgage/loan counseling  
Diagnostics and Evaluations  
Routine Physical Exams, in Patient/Out-Patient Hospital Care  
Hospital Admissions  
Nursing homes, home health services, community health education, self-help programs, 12  
Step programs  
Basic tutoring (out of school)  
Postsecondary Education-Academic Courses, Academic Advisors  
Vocational-Technology Trainings  
Employment Related/Union Meetings  
Child Birth Classes-Planned Parenthood  
All settings listed in Subsections XI(A) & XI(B)

**(4). QAST IV-V; BEI IV-V; BEI Master**

Social Services Disputes  
Polygraph Testing  
Post Bond  
Discrimination Proceedings – Prior to court  
Mental Health  
Meetings with Parole/Probation Officers  
Medical – Emergency Room, General Rounds and Surgery, Health Care Providers and  
Hospice, Medical Documents  
Graduate and Post-Graduate Education  
Restraining Order Application  
Speaker or Lectures  
Civil Weddings Performed in or out of a Courtroom  
Employment Related – Job Interview/Application, Firing, Disciplining, Performance  
Appraisals  
Tax Assessment/Appeal Proceedings  
All settings listed in Subsections XI(A), XI(B), & XI(C)

**(5). RID Credentials**

Legal Proceedings in/out of the courts  
Domestic/Family Violence Calls and Investigations 13  
Abuse Calls and Investigations  
Legislation  
Governmental Proceedings  
Pre-Trial Release  
Peace Bonds/Restraining Orders, Copyrights/Patents  
Campus Police or other law enforcement investigations  
Civil Investigations  
Child Custody or Child Welfare  
Jury Duty

All settings listed in Subsections XI(A), XI(B), XI(C), XI(D), & XI(E).

*\*\*All in-court cases must adhere to Act 237: An Act to Amend the Process for Appointment, Certification, and Regulation of Court Interpreters; and for other purposes.*

## **RID Code of Professional Conduct**



*A code of professional conduct is a necessary component to any profession to maintain standards for the individuals within that profession to adhere. It brings about accountability, responsibility and trust to the individuals that the profession serves. RID, along with the National Association of the Deaf (NAD), co-authored the ethical code of conduct for interpreters. Both organizations uphold high standards of professionalism and ethical conduct for interpreters. At the core of this code of conduct are the seven tenets, which are followed by guiding principles and illustrations.*

The tenets are to be viewed holistically and as a guide to complete professional behavior. When in doubt, one should refer to the explicit language of the tenet.

## TENETS

1. Interpreters adhere to standards of confidential communication.
2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
4. Interpreters demonstrate respect for consumers.
5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
6. Interpreters maintain ethical business practices.
7. Interpreters engage in professional development.

## Definitions

For the purpose of this document, the following terms are used:

**Colleagues:** Other interpreters.

**Conflict of Interest:** A conflict between the private interests (personal, financial, or professional) and the official or professional responsibilities of an interpreter in a position of trust, whether actual or perceived, deriving from a specific interpreting situation.

**Consumers:** Individuals and entities who are part of the interpreted situation. This includes individuals who are deaf, deaf-blind, hard of hearing, and hearing.

## 1.0 CONFIDENTIALITY

**Tenet:** Interpreters adhere to standards of confidential communication.

**Guiding Principle:** Interpreters hold a position of trust in their role as linguistic and cultural facilitators of communication. Confidentiality is highly valued by consumers and is essential to protecting all involved. Each interpreting situation (e.g., elementary, secondary, and post-secondary education, legal, medical, mental health) has a standard of confidentiality. Under the reasonable interpreter standard, professional interpreters are expected to know the general requirements and applicability of various levels of confidentiality. Exceptions to confidentiality include, for example, federal and state laws requiring mandatory reporting of abuse or threats of suicide, or responding to subpoenas.

### Illustrative Behavior - Interpreters:

- 1.1 Share assignment-related information only on a confidential and “as-needed” basis (e.g., supervisors, interpreter team members, members of the educational team, hiring entities).
- 1.2 Manage data, invoices, records, or other situational or consumer-specific information in a manner consistent with maintaining consumer confidentiality (e.g., shredding, locked files).



1.3 Inform consumers when federal or state mandates require disclosure of confidential information.

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## 2.0 PROFESSIONALISM

**Tenet:** Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

**Guiding Principle:** Interpreters are expected to stay abreast of evolving language use and trends in the profession of interpreting as well as in the American Deaf community. Interpreters accept assignments using discretion with regard to skill, communication mode, setting, and consumer needs. Interpreters possess knowledge of American Deaf culture and deafness-related resources.

### **Illustrative Behavior - Interpreters:**

- 2.1 Provide service delivery regardless of race, color, national origin, gender, religion, age, disability, sexual orientation, or any other factor.
  - 2.2 Assess consumer needs and the interpreting situation before and during the assignment and make adjustments as needed.
  - 2.3 Render the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously.
  - 2.4 Request support (e.g., certified deaf interpreters, team members, language facilitators) when needed to fully convey the message or to address exceptional communication challenges (e.g. cognitive disabilities, foreign sign language, emerging language ability, or lack of formal instruction or language).
  - 2.5 Refrain from providing counsel, advice, or personal opinions.
  - 2.6 Judiciously provide information or referral regarding available interpreting or community resources without infringing upon consumers' rights.
- 

## 3.0 CONDUCT

**Tenet:** Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

**Guiding Principle:** Interpreters are expected to present themselves appropriately in demeanor and appearance. They avoid situations that result in conflicting roles or perceived or actual conflicts of interest.

### **Illustrative Behavior - Interpreters:**

- 3.1 Consult with appropriate persons regarding the interpreting situation to determine issues such as placement and adaptations necessary to interpret effectively.
- 3.2 Decline assignments or withdraw from the interpreting profession when not competent due to physical, mental, or emotional factors.
- 3.3 Avoid performing dual or conflicting roles in interdisciplinary (e.g. educational or mental health teams) or other settings.
- 3.4 Comply with established workplace codes of conduct, notify appropriate personnel if there is a conflict with this Code of Professional Conduct, and actively seek resolution where warranted.
- 3.5 Conduct and present themselves in an unobtrusive manner and exercise care in choice of attire.
- 3.6 Refrain from the use of mind-altering substances before or during the performance of duties.
- 3.7 Disclose to parties involved any actual or perceived conflicts of interest.
- 3.8 Avoid actual or perceived conflicts of interest that might cause harm or interfere with the effectiveness of interpreting services.



- 3.9 Refrain from using confidential interpreted information for personal, monetary, or professional gain.
  - 3.10 Refrain from using confidential interpreted information for the benefit of personal or professional affiliations or entities.
- 

## 4.0 RESPECT FOR CONSUMERS

**Tenet:** Interpreters demonstrate respect for consumers.

**Guiding Principle:** Interpreters are expected to honor consumer preferences in selection of interpreters and interpreting dynamics, while recognizing the realities of qualifications, availability, and situation.

**Illustrative Behavior - Interpreters:**

- 4.1 Consider consumer requests or needs regarding language preferences, and render the message accordingly (interpreted or transliterated).
  - 4.2 Approach consumers with a professional demeanor at all times.
  - 4.3 Obtain the consent of consumers before bringing an intern to an assignment.
  - 4.4 Facilitate communication access and equality, and support the full interaction and independence of consumers.
- 

## 5.0 RESPECT FOR COLLEAGUES

**Tenet:** Interpreters demonstrate respect for colleagues, interns and students of the profession.

**Guiding Principle:** Interpreters are expected to collaborate with colleagues to foster the delivery of effective interpreting services. They also understand that the manner in which they relate to colleagues reflects upon the profession in general.

**Illustrative Behavior - Interpreters:**

- 5.1 Maintain civility toward colleagues, interns, and students.
  - 5.2 Work cooperatively with team members through consultation before assignments regarding logistics, providing professional and courteous assistance when asked and monitoring the accuracy of the message while functioning in the role of the support interpreter.
  - 5.3 Approach colleagues privately to discuss and resolve breaches of ethical or professional conduct through standard conflict resolution methods; file a formal grievance only after such attempts have been unsuccessful or the breaches are harmful or habitual.
  - 5.4 Assist and encourage colleagues by sharing information and serving as mentors when appropriate.
  - 5.5 Obtain the consent of colleagues before bringing an intern to an assignment.
- 

## 6.0 BUSINESS PRACTICES

**Tenet:** Interpreters maintain ethical business practices.

**Guiding Principle:** Interpreters are expected to conduct their business in a professional manner whether in private practice or in the employ of an agency or other entity. Professional interpreters are entitled to a living wage based on their qualifications and expertise. Interpreters are also entitled to working conditions conducive to effective service delivery.

**Illustrative Behavior - Interpreters:**



- 6.1 Accurately represent qualifications, such as certification, educational background, and experience, and provide documentation when requested.
  - 6.2 Honor professional commitments and terminate assignments only when fair and justifiable grounds exist.
  - 6.3 Promote conditions that are conducive to effective communication, inform the parties involved if such conditions do not exist, and seek appropriate remedies.
  - 6.4 Inform appropriate parties in a timely manner when delayed or unable to fulfill assignments.
  - 6.5 Reserve the option to decline or discontinue assignments if working conditions are not safe, healthy, or conducive to interpreting.
  - 6.6 Refrain from harassment or coercion before, during, or after the provision of interpreting services.
  - 6.7 Render pro bono services in a fair and reasonable manner.
  - 6.8 Charge fair and reasonable fees for the performance of interpreting services and arrange for payment in a professional and judicious manner.
- 

## 7.0 PROFESSIONAL DEVELOPMENT

**Tenet:** Interpreters engage in professional development.

**Guiding Principle:** Interpreters are expected to foster and maintain interpreting competence and the stature of the profession through ongoing development of knowledge and skills.

### **Illustrative Behavior - Interpreters:**

7.1 Increase knowledge and strengthen skills through activities such as:

- pursuing higher education;
  - attending workshops and conferences;
  - seeking mentoring and supervision opportunities;
  - participating in community events; and
  - engaging in independent studies.
- 1.2 Keep abreast of laws, policies, rules, and regulations that affect the profession.



# STATE OF ARKANSAS



Asa Hutchinson  
*Governor*

Department of Workforce Education  
*Arkansas Rehabilitation Services*  
**D. Alan McClain**, *Commissioner*

Charisse Childers, Ph.D  
*Director*

To All QAST Level Interpreters:

Every QAST Level Interpreter is required to earn 10 Continuing Education Unit's each calendar year, January 1 - December 31. Any CEU's earned over that required ten, cannot be carried over into the next year.

Submission of CEU documentation must be postmarked on or before December 31 of each calendar year. If you choose to fax or hand deliver your paperwork, **it is your responsibility to make sure it arrives on or before December 31.**

When submitting CEU's be sure to send us only copies, not originals, of any documentation, i.e., Certificates of Participation/Completion, transcripts, etc. If your paperwork is lost, you will have the originals to resubmit.

If you have any questions, please contact a member of the Arkansas Quality Assurance Screening Team at the address/phone number below.

Sincerely,

The Arkansas QAST Evaluation Team



## QAST Level Maintenance Continuing Education Unit Requirements

### A. QAST Level Maintenance is:

This is a **required** maintenance program to monitor training and ensure that the Arkansas QAST Interpreters are aware of the changes and updates in the field of interpreting. Participation in this program is required of all QAST Leveled Interpreters. In order to retain your Level(s), you must earn 10 CEUs each calendar year, January 1 – December 31. Any CEU's over the required 10 cannot be "carried over" into the next calendar year.

### B. Continuing Education Units are:

Continuing Education Units (CEUs) are measured by "**contact**" hours, which are actual clock minutes-hours of participation. Each contact hour of participation equals 1.0 CEU's. Break time, lunch, social exchanges do not count as part of the time accumulated for contact time for CEUs.

### C. What are the Content Areas and how many CEU's must I earn in each?

**All Content Areas must** be related to deaf culture, deafness, DeafBlind, Interpreters/Interpreting field, sign language or sign vocabulary. Other content areas **require prior approval** from the QAST Coordinator and are handled on an individual basis. **CEU's may be obtained through, Interpreter Education Coursework, Conferences, Workshops, Video Streaming or Online Courses. A maximum of 2 CEU's may also be earned with prior approval in the area of Mentoring.**

CONTENT AREA # 1	AVENUE'S FOR EARNING CEU'S	CONTENT AREA # 2
Professional Ethics ♦ ♦ ♦	Interpreter Education courses, Conferences, Workshops Online Courses ♦ ♦ ♦	Professional Skill Development ♦ ♦ ♦
At least 3 CEU's required		At least 7 CEU's required

Mentoring must be working with a **pre-approved** tutor/instructor with a QAST Level 4 or Level 5 or National Certification.

**\*\* See the "QAST/CEU Report" Instructions for documenting these Content Areas.**

### D. If I am screening for the VERY FIRST TIME, when are my CEUs due?

First time screeners earn the required 10 CEU's as below. Thereafter, all ten are due by December 31 of each calendar year for as long as you hold a QAST Level.

#### If you screen between JAN 1 – JULY 31:

Those screened between Jan 1-July 31 are required to earn 10 (ten) CEU's by Dec 31 of the same calendar year that they screened.

#### If you screen between AUG 1 – DEC 31:

Those screened between Aug 1 – Dec 31 are required to earn 10 (ten) CEU's by Dec 31 of the next calendar year after they screened.



**E. Do I have to wait until December to submit my CEUs?**

No. You may submit your CEU documentation to the QAST Department any time during the year on/before December 31. (DO NOT SEND ORIGINALS – retain a copy for your files.)

**F. After I've earned my 10 (ten) CEUs, what happens?**

After earning all ten and submitting your documentation, you will receive a transcript and "Certificate of Completion" for the year. You will receive your certificate, transcript, and new card for the year at the beginning of the following year.

**G. What if I don't earn all my CEUs by December 31?**

Interpreters who fail to accrue and submit documentation of the required 10 CEU's each calendar year will result in the revocation of their QAST Level. Reinstatement of a Level can only occur after you re-take and pass the QAST written AND performance test.

**H. Are there any exceptions to earning the 10 CEUs?**

The only exception to earning the required number of CEU's is in the case of a documented catastrophic event, illness and/or injury, which will be handled on an individual basis.

**I. Will "interpreting" count toward earning CEUs?**

No. CEUs are earned in the Content Areas listed under the "C" section titled: "Content Areas."

**J. If I take an accredited/non-accredited sign language class, will that count toward earning CEU's?**

Yes, if it is an RID approved Sign language class.

**K. Will a college course taken for my degree count as CEU's?**

Yes. Any coursework approved by RID will be approved by QAST if the student successfully completes the coursework and receives a minimum letter grade of "C" (2.0) or above. The number of CEU's for that course will be the same as the "credit hours" of the course. For example: you take a course that is 3 credit hours, it is worth 3 CEU's.

**If you are in doubt if any activity will count toward your required CEU's, please ask!**



**From:** Baker, Zack  
**Sent:** Monday, April 23, 2018 1:35 PM  
**To:** agarner7005@pcssd.org  
**Subject:** Previous Education Partnership

Good Afternoon Ashley,

My name is Zack Baker and I am the new Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I know you were previously working with Crystal Johnson and I am happy to say after a brief period, we finally have this position staffed again! I wanted to reach out and see if you were still interested in the services offered by Planned Parenthood Great Plains. Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- And more

Planned Parenthood Great Plains is dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I would love to meet with you and see if we can build upon what Crystal was doing before she left! Let me know if there would be a good time to meet or chat by phone. You can reach me at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: zack.baker@ppgreatplains.org

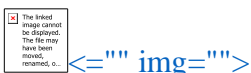


[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.





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**Please consider the environment before printing this email.**



**From:** Baker, Zack  
**Sent:** Monday, April 23, 2018 1:38 PM  
**To:** htheadway1351@pcssd.org  
**Subject:** Previous Education Partnership

Good Afternoon Harold,

My name is Zack Baker and I am the new Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I know you were previously working with Crystal Johnson and I am happy to say after a brief period, we finally have this position staffed again! I wanted to reach out and see if you were still interested in the services offered by Planned Parenthood Great Plains. Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- And more

Planned Parenthood Great Plains is dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I would love to meet with you and see if we can build upon what Crystal was doing before she left! Let me know if there would be a good time to meet or chat by phone. You can reach me at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: zack.baker@ppgreatplains.org

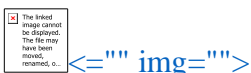


[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.





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**From:** Baker, Zack

**Sent:** Monday, May 14, 2018 11:18 AM

**To:** cnicholson4170@pcssd.org

**Subject:** Education Partnership

**Attachments:** PPGP Education Guide.pdf; Program Outline Sample.docx; PPGP Education lessons.xlsx

Ms. Nicholson,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone. 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

P: 501-666-3243

C: 501-317-0273

E: zack.baker@ppgreatplains.org



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)





Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



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# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



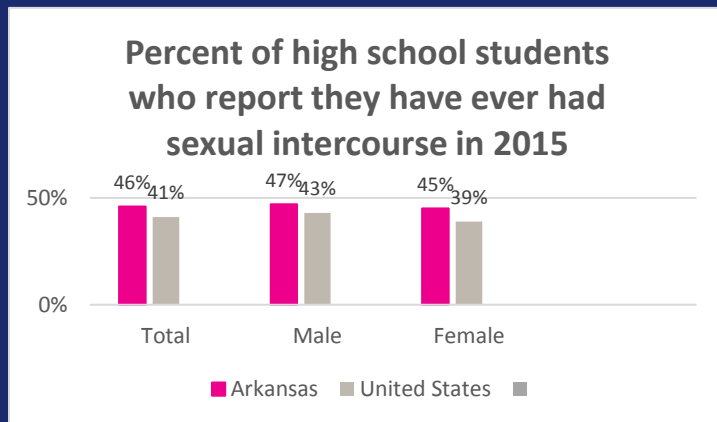


# Arkansas

## Facts

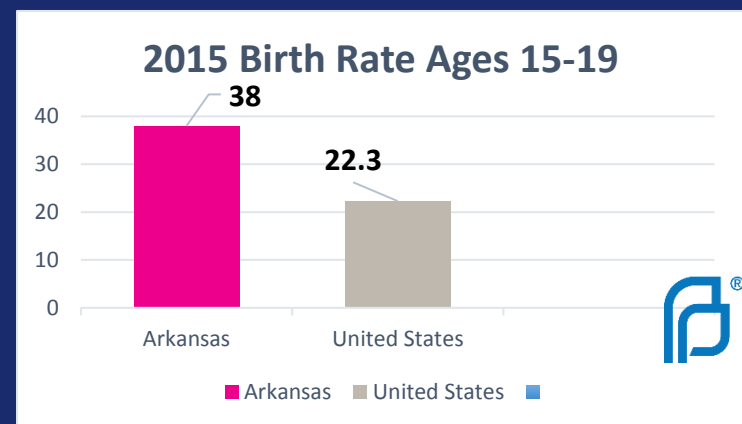
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>







Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_ Time(s): \_\_\_\_\_  
Name of Organization: \_\_\_\_\_ Name of Class: \_\_\_\_\_  
Address: \_\_\_\_\_ Room Number: \_\_\_\_\_  
Contact Name: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
Number of Participants: \_\_\_\_\_

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#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

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### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State the some STIs are life-threatening and other have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

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### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorm birth control methods</b>	2 min
<b>Introduce 7 methods</b>	8 min
<b>Student small groups</b>	15 min
<b>Large group discussion</b>	10 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>42 min</b>

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
<b>Introduction</b>	2 min
<b>Worksheets</b>	10 min
<b>Discussion</b>	5 min
<b>Role Play</b>	10 min
<b>Discussion</b>	5 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>37 min</b>

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

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## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



**From:** Baker, Zack

**Sent:** Monday, May 14, 2018 11:20 AM

**To:** gmorrison1000@pcssd.org

**Subject:** Education Partnership

**Attachments:** PPGP Education Guide.pdf; Program Outline Sample.docx; PPGP Education lessons.xlsx

Mr. Morrison,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone. 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: zack.baker@ppgreatplains.org



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)





Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



[<="" img="">](#)

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# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



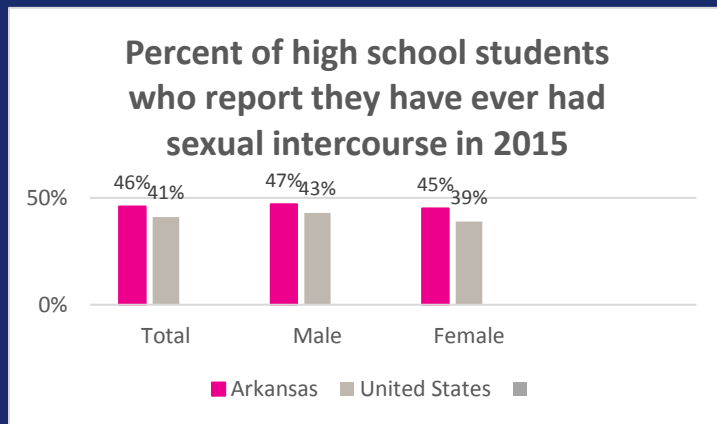


# Arkansas

## Facts

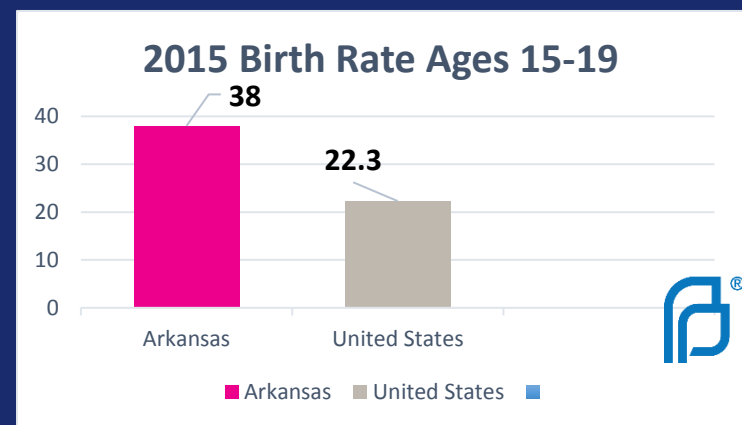
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>







Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_ Time(s): \_\_\_\_\_  
Name of Organization: \_\_\_\_\_ Name of Class: \_\_\_\_\_  
Address: \_\_\_\_\_ Room Number: \_\_\_\_\_  
Contact Name: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
Number of Participants: \_\_\_\_\_

---

#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

---

### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State the some STIs are life-threatening and other have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

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### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorm birth control methods</b>	2 min
<b>Introduce 7 methods</b>	8 min
<b>Student small groups</b>	15 min
<b>Large group discussion</b>	10 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>42 min</b>

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
<b>Introduction</b>	2 min
<b>Worksheets</b>	10 min
<b>Discussion</b>	5 min
<b>Role Play</b>	10 min
<b>Discussion</b>	5 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>37 min</b>

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

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## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



**From:** Baker, Zack

**Sent:** Monday, May 14, 2018 11:24 AM

**To:** alove6486@pcssd.org

**Subject:** Education Partnership

**Attachments:** PPGP Education Guide.pdf; Program Outline Sample.docx; PPGP Education lessons.xlsx

Mr. Love

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone. 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: zack.baker@ppgreatplains.org



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)





Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



[<="" img="">](#)

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# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



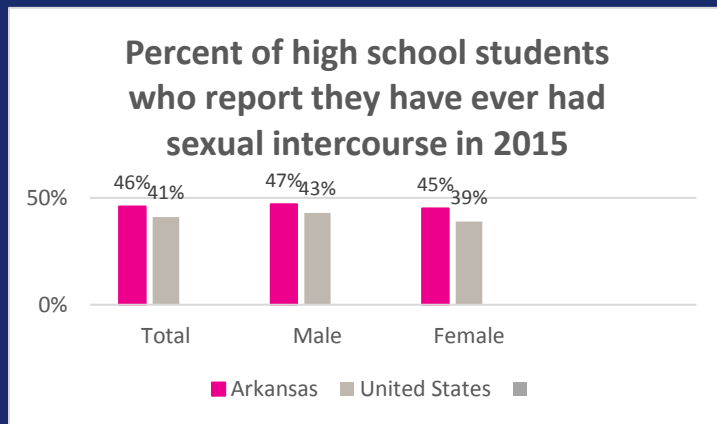


# Arkansas

## Facts

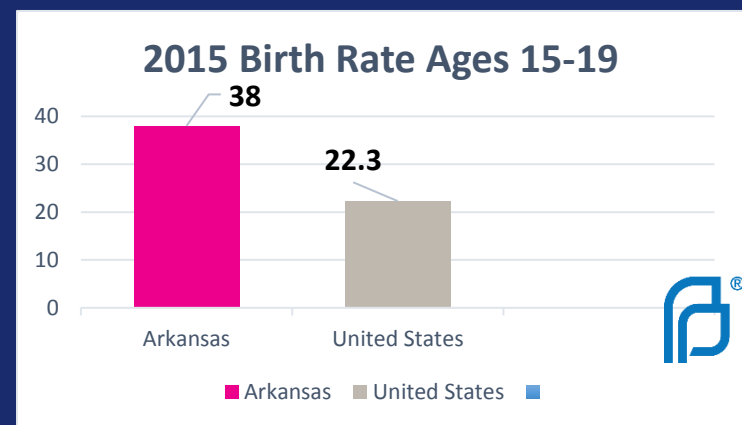
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- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>







Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_ Time(s): \_\_\_\_\_  
Name of Organization: \_\_\_\_\_ Name of Class: \_\_\_\_\_  
Address: \_\_\_\_\_ Room Number: \_\_\_\_\_  
Contact Name: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
Number of Participants: \_\_\_\_\_

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#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

---

### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State the some STIs are life-threatening and other have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

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### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorm birth control methods</b>	2 min
<b>Introduce 7 methods</b>	8 min
<b>Student small groups</b>	15 min
<b>Large group discussion</b>	10 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>42 min</b>

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
<b>Introduction</b>	2 min
<b>Worksheets</b>	10 min
<b>Discussion</b>	5 min
<b>Role Play</b>	10 min
<b>Discussion</b>	5 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>37 min</b>

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

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## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



**From:** Baker, Zack

**Sent:** Monday, May 14, 2018 11:25 AM

**To:** eballard@pcssd.org

**Subject:** Education Partnership

**Attachments:** PPGP Education Guide.pdf; Program Outline Sample.docx; PPGP Education lessons.xlsx

Ms. Ballard,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone. 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: zack.baker@ppgreatplains.org



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)





Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



[<="" img="">](#)

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# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



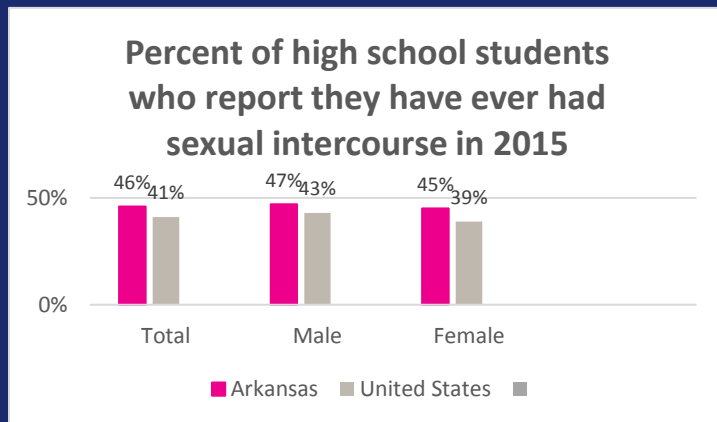


# Arkansas

## Facts

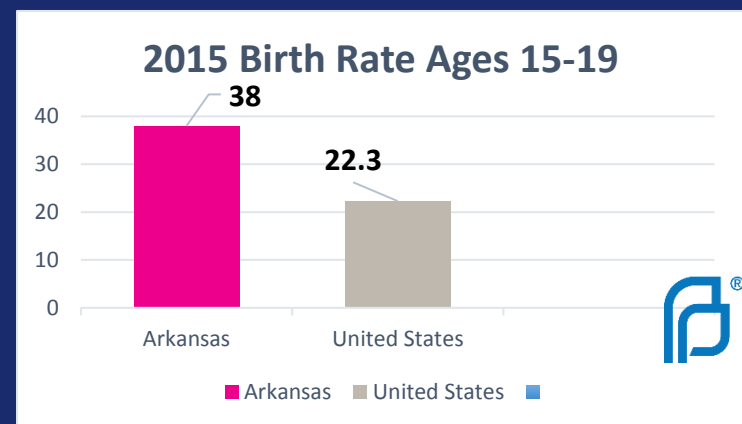
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

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Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_ Time(s): \_\_\_\_\_  
Name of Organization: \_\_\_\_\_ Name of Class: \_\_\_\_\_  
Address: \_\_\_\_\_ Room Number: \_\_\_\_\_  
Contact Name: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
Number of Participants: \_\_\_\_\_

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#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

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### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State the some STIs are life-threatening and other have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

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### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorm birth control methods</b>	2 min
<b>Introduce 7 methods</b>	8 min
<b>Student small groups</b>	15 min
<b>Large group discussion</b>	10 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>42 min</b>

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
<b>Introduction</b>	2 min
<b>Worksheets</b>	10 min
<b>Discussion</b>	5 min
<b>Role Play</b>	10 min
<b>Discussion</b>	5 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>37 min</b>

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

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## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



**From:** Baker, Zack

**Sent:** Monday, May 14, 2018 11:45 AM

**To:** mbailey@pcssd.org

**Subject:** Education Partnership

**Attachments:** PPGP Education Guide.pdf; Program Outline Sample.docx; PPGP Education lessons.xlsx

Ms. Bailey,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone. 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

P: 501-666-3243

C: 501-317-0273

E: zack.baker@ppgreatplains.org



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)





Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



[<="" img="">](#)

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# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



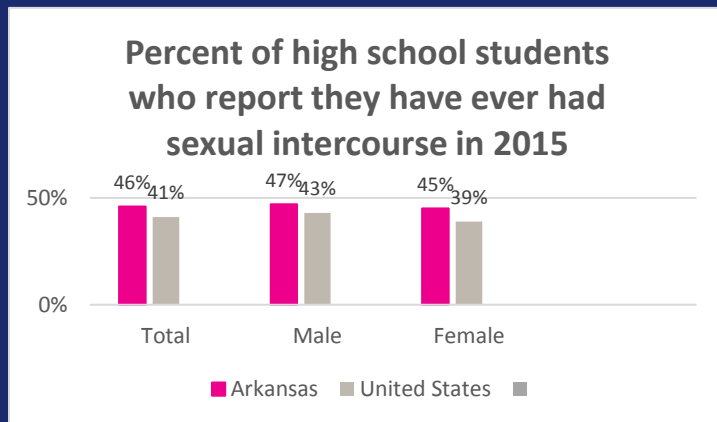


# Arkansas

## Facts

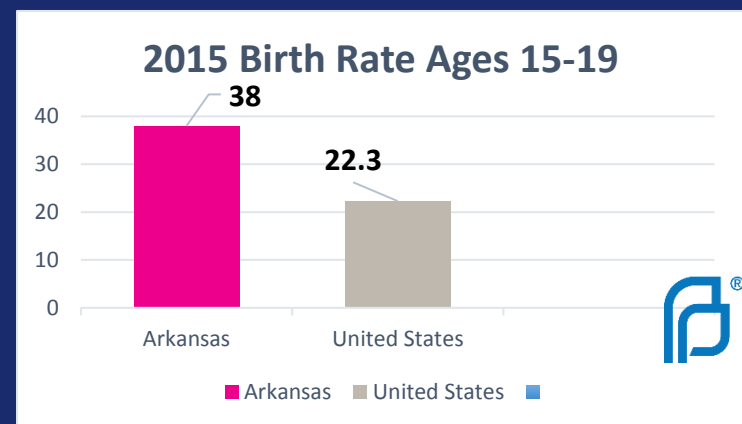
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
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Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_ Time(s): \_\_\_\_\_  
Name of Organization: \_\_\_\_\_ Name of Class: \_\_\_\_\_  
Address: \_\_\_\_\_ Room Number: \_\_\_\_\_  
Contact Name: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
Number of Participants: \_\_\_\_\_

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#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

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### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State that some STIs are life-threatening and others have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

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### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorm birth control methods</b>	2 min
<b>Introduce 7 methods</b>	8 min
<b>Student small groups</b>	15 min
<b>Large group discussion</b>	10 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>42 min</b>

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
<b>Introduction</b>	2 min
<b>Worksheets</b>	10 min
<b>Discussion</b>	5 min
<b>Role Play</b>	10 min
<b>Discussion</b>	5 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>37 min</b>

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

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## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



**From:** Rissa

**Sent:** Monday, May 14, 2018 1:39 PM

**To:** gmorrisson1000@pcssd.org

**Subject:** Fwd: Education Partnership

**Attachments:** image001.png; Untitled attachment.htm; image002.png; Untitled attachment.htm; image003.png; Untitled attachment.htm; image004.png; Untitled attachment.htm; image005.png; Untitled attachment.htm; PPGP Education Guide.pdf; Untitled attachment.htm; Program Outline Sample.docx; Untitled attachment.htm; PPGP Education lessons.xlsx; Untitled attachment.htm

Sent from my iPhone

Begin forwarded message:

**From:** "Baker, Zack" <[Zack.Baker@PPGreatplains.org](mailto:Zack.Baker@PPGreatplains.org)>

**Date:** May 14, 2018 at 11:18:24 AM CDT

**To:** "[cnicholson4170@pcssd.org](mailto:cnicholson4170@pcssd.org)" <[cnicholson4170@pcssd.org](mailto:cnicholson4170@pcssd.org)>

**Subject:** Education Partnership

Ms. Nicholson,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone. 501-666-3243 or on my cell at 501-317-0273!



I look forward to chatting with you!

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)





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Planned Parenthood Great Plains



PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.

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# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



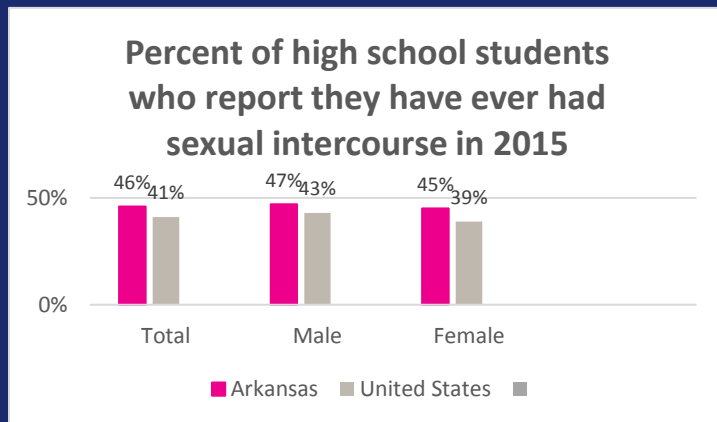


# Arkansas

## Facts

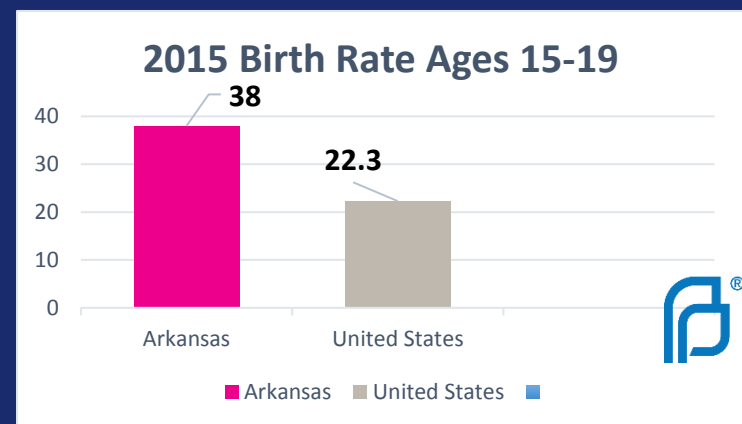
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>







Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_

Time(s): \_\_\_\_\_

Name of Organization: \_\_\_\_\_

Name of Class: \_\_\_\_\_

Address: \_\_\_\_\_

Room Number: \_\_\_\_\_

Contact Name: \_\_\_\_\_

Contact Email: \_\_\_\_\_

Number of Participants: \_\_\_\_\_

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#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

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### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State the some STIs are life-threatening and other have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

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### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
Intro	2 min
Brainstorm birth control methods	2 min
Introduce 7 methods	8 min
Student small groups	15 min
Large group discussion	10 min
Questions	5 min
Total Time	42 min

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
Introduction	2 min
Worksheets	10 min
Discussion	5 min
Role Play	10 min
Discussion	5 min
Questions	5 min
Total Time	37 min

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

---

## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



**From:** Morrison, Gregg  
**Sent:** Monday, May 14, 2018 2:55 PM  
**To:** Rissa  
**Subject:** Re: Education Partnership

He sent me same email. I'm gonna holler at him tomorrow. Thanks.

On Monday, May 14, 2018, Rissa <[cnicholson4170@pcssd.org](mailto:cnicholson4170@pcssd.org)> wrote:

Sent from my iPhone

Begin forwarded message:

**From:** "Baker, Zack" <[Zack.Baker@PPGreatplains.org](mailto:Zack.Baker@PPGreatplains.org)>  
**Date:** May 14, 2018 at 11:18:24 AM CDT  
**To:** "[cnicholson4170@pcssd.org](mailto:cnicholson4170@pcssd.org)" <[cnicholson4170@pcssd.org](mailto:cnicholson4170@pcssd.org)>  
**Subject:** Education Partnership

Ms. Nicholson,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more



We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone. 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

P: 501-666-3243

C: 501-317-0273

E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)

--

Mike Morrison  
Physical Education & Health Teacher  
Head Cross Country & Girls Track Coach  
Robinson High School  
501-868-2400  
[gmorrison1000@pcssd.org](mailto:gmorrison1000@pcssd.org)



**From:** Baker, Zack

**Sent:** Thursday, May 17, 2018 10:39 AM

**To:** jsenn@pcssd.org

**Subject:** Education Partnership

**Attachments:** PPGP Education Guide.pdf; Program Outline Sample.docx; PPGP Education lessons.xlsx

Jeff Senn,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

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Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: zack.baker@ppgreatplains.org



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)





Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



[<="" img="">](#)

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# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



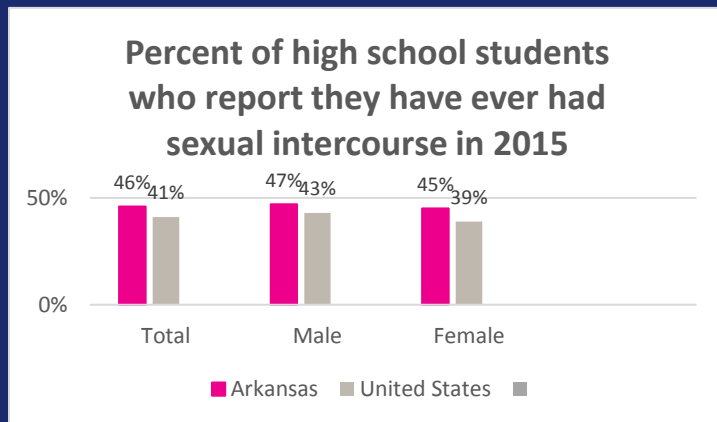


# Arkansas

## Facts

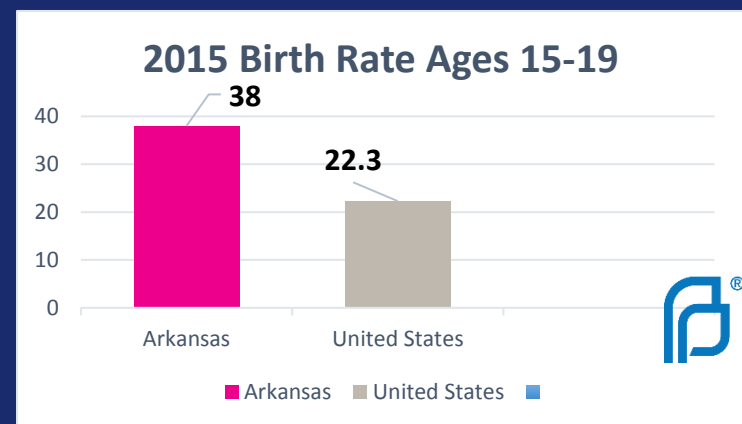
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>







Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_ Time(s): \_\_\_\_\_  
Name of Organization: \_\_\_\_\_ Name of Class: \_\_\_\_\_  
Address: \_\_\_\_\_ Room Number: \_\_\_\_\_  
Contact Name: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
Number of Participants: \_\_\_\_\_

---

#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

---

### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State that some STIs are life-threatening and others have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

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### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorm birth control methods</b>	2 min
<b>Introduce 7 methods</b>	8 min
<b>Student small groups</b>	15 min
<b>Large group discussion</b>	10 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>42 min</b>

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
<b>Introduction</b>	2 min
<b>Worksheets</b>	10 min
<b>Discussion</b>	5 min
<b>Role Play</b>	10 min
<b>Discussion</b>	5 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>37 min</b>

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

---

## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



**From:** Baker, Zack

**Sent:** Thursday, May 17, 2018 10:41 AM

**To:** jemfinger@pcssd.org

**Subject:** Education Partnership

**Attachments:** PPGP Education Guide.pdf; Program Outline Sample.docx; PPGP Education lessons.xlsx

Jennifer,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: zack.baker@ppgreatplains.org



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)





Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



[<="" img="">](#)

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# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



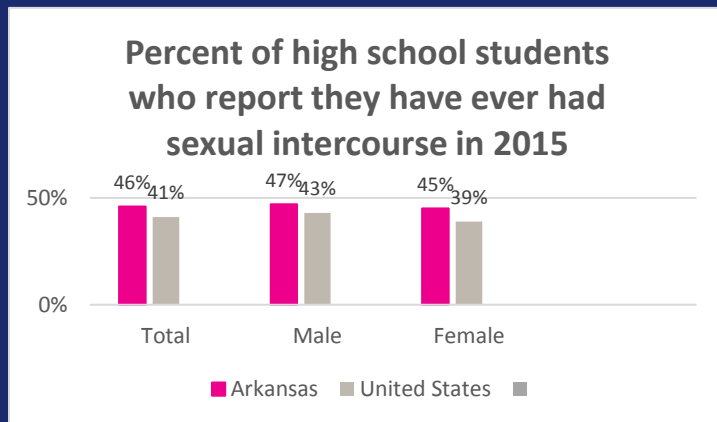


# Arkansas

## Facts

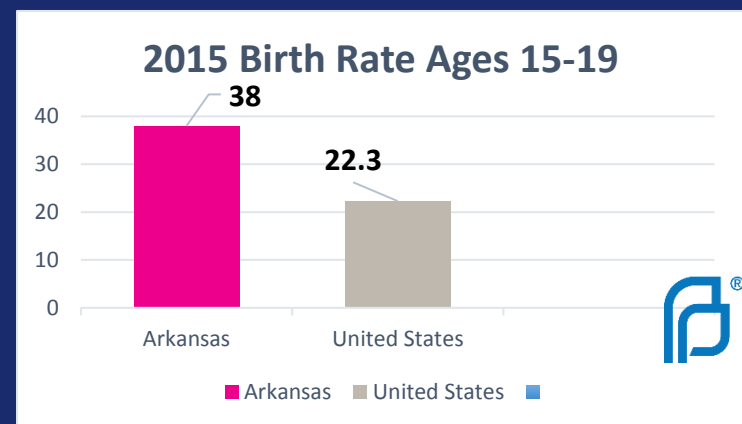
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# Our Presentations and Programs

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**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





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- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
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Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_ Time(s): \_\_\_\_\_  
Name of Organization: \_\_\_\_\_ Name of Class: \_\_\_\_\_  
Address: \_\_\_\_\_ Room Number: \_\_\_\_\_  
Contact Name: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
Number of Participants: \_\_\_\_\_

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#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

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### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State the some STIs are life-threatening and other have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

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### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
Intro	2 min
Brainstorm birth control methods	2 min
Introduce 7 methods	8 min
Student small groups	15 min
Large group discussion	10 min
Questions	5 min
Total Time	42 min

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
Introduction	2 min
Worksheets	10 min
Discussion	5 min
Role Play	10 min
Discussion	5 min
Questions	5 min
Total Time	37 min

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

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## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



**From:** Baker, Zack

**Sent:** Thursday, May 17, 2018 10:42 AM

**To:** ctidwell@pcssd.org

**Subject:** Education Partnership

**Attachments:** PPGP Education Guide.pdf; Program Outline Sample.docx; PPGP Education lessons.xlsx

Chassie,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

P: 501-666-3243

C: 501-317-0273

E: zack.baker@ppgreatplains.org



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)





Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



[<="" img="">](#)

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# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



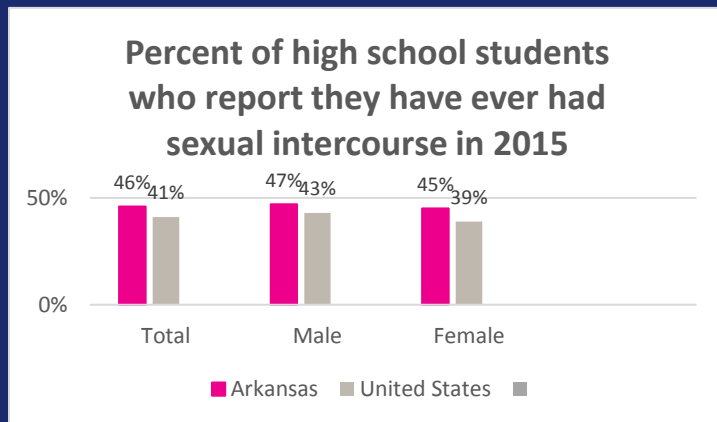


# Arkansas

## Facts

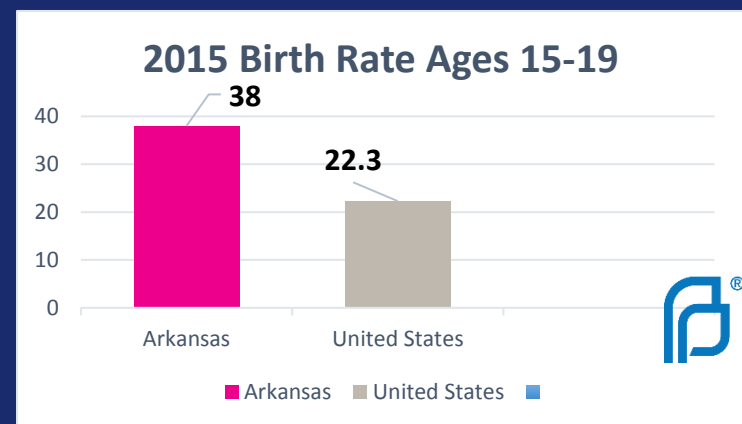
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

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Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_ Time(s): \_\_\_\_\_  
Name of Organization: \_\_\_\_\_ Name of Class: \_\_\_\_\_  
Address: \_\_\_\_\_ Room Number: \_\_\_\_\_  
Contact Name: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
Number of Participants: \_\_\_\_\_

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#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

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### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State the some STIs are life-threatening and other have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

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### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorm birth control methods</b>	2 min
<b>Introduce 7 methods</b>	8 min
<b>Student small groups</b>	15 min
<b>Large group discussion</b>	10 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>42 min</b>

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
<b>Introduction</b>	2 min
<b>Worksheets</b>	10 min
<b>Discussion</b>	5 min
<b>Role Play</b>	10 min
<b>Discussion</b>	5 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>37 min</b>

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

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## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



**From:** Baker, Zack

**Sent:** Thursday, May 17, 2018 10:42 AM

**To:** dosborne@pcssd.org

**Subject:** Education Partnership

**Attachments:** PPGP Education Guide.pdf; Program Outline Sample.docx; PPGP Education lessons.xlsx

Debra,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: zack.baker@ppgreatplains.org



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)





Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



[<="" img="">](#)

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# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



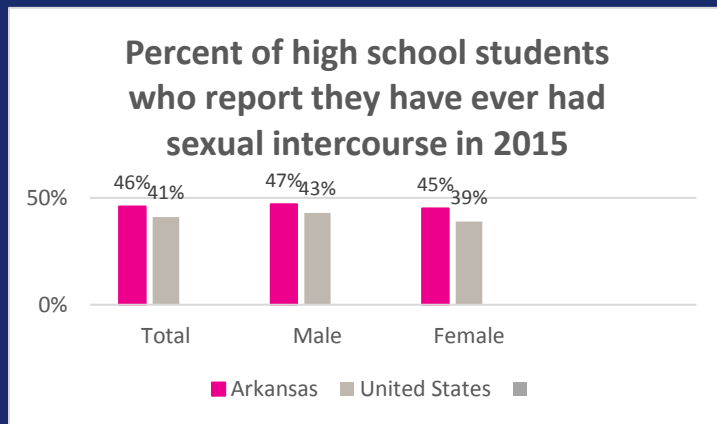


# Arkansas

## Facts

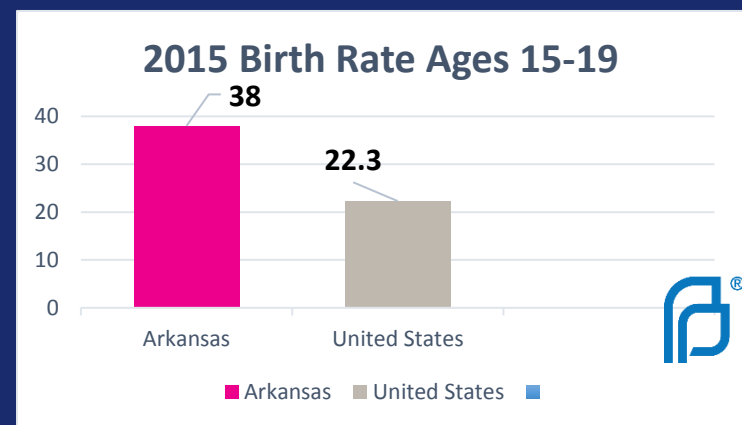
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>







Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_

Time(s): \_\_\_\_\_

Name of Organization: \_\_\_\_\_

Name of Class: \_\_\_\_\_

Address: \_\_\_\_\_

Room Number: \_\_\_\_\_

Contact Name: \_\_\_\_\_

Contact Email: \_\_\_\_\_

Number of Participants: \_\_\_\_\_

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#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

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### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State the some STIs are life-threatening and other have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

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### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorm birth control methods</b>	2 min
<b>Introduce 7 methods</b>	8 min
<b>Student small groups</b>	15 min
<b>Large group discussion</b>	10 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>42 min</b>

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
<b>Introduction</b>	2 min
<b>Worksheets</b>	10 min
<b>Discussion</b>	5 min
<b>Role Play</b>	10 min
<b>Discussion</b>	5 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>37 min</b>

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

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## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



**From:** Baker, Zack

**Sent:** Thursday, May 17, 2018 10:44 AM

**To:** ywest@pcssd.org

**Subject:** Education Partnership

**Attachments:** PPGP Education Guide.pdf; Program Outline Sample.docx; PPGP Education lessons.xlsx

Yvonne,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: zack.baker@ppgreatplains.org



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)





Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



[<="" img="">](#)

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# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



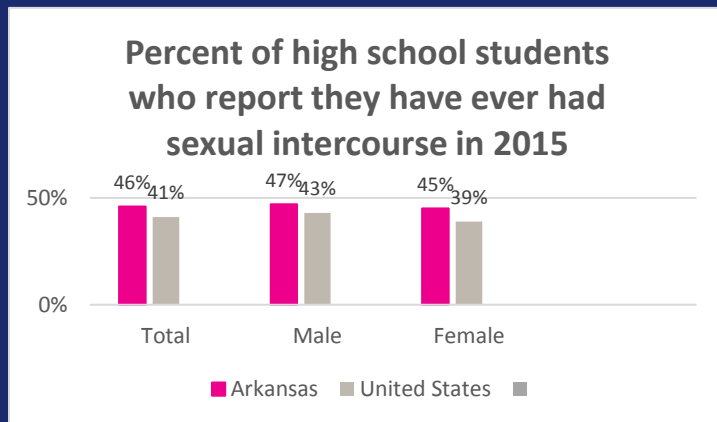


# Arkansas

## Facts

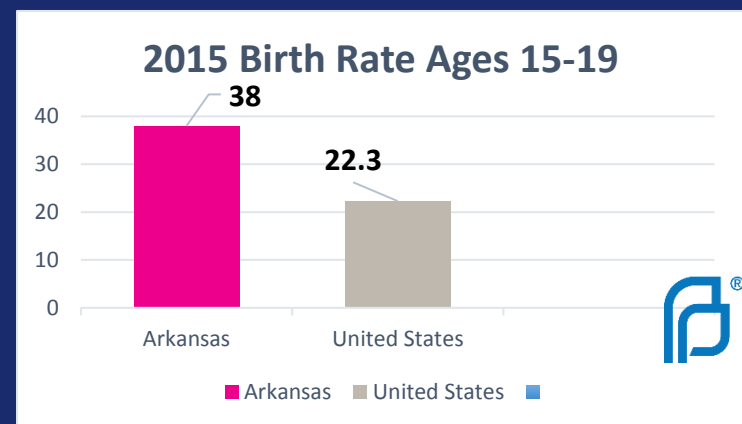
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>







Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_

Time(s): \_\_\_\_\_

Name of Organization: \_\_\_\_\_

Name of Class: \_\_\_\_\_

Address: \_\_\_\_\_

Room Number: \_\_\_\_\_

Contact Name: \_\_\_\_\_

Contact Email: \_\_\_\_\_

Number of Participants: \_\_\_\_\_

---

#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

---

### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State that some STIs are life-threatening and others have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

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### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorm birth control methods</b>	2 min
<b>Introduce 7 methods</b>	8 min
<b>Student small groups</b>	15 min
<b>Large group discussion</b>	10 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>42 min</b>

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
<b>Introduction</b>	2 min
<b>Worksheets</b>	10 min
<b>Discussion</b>	5 min
<b>Role Play</b>	10 min
<b>Discussion</b>	5 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>37 min</b>

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

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## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



**From:** Baker, Zack

**Sent:** Thursday, May 17, 2018 10:44 AM

**To:** tallen@pcssd.org

**Subject:** Education Partnership

**Attachments:** PPGP Education Guide.pdf; Program Outline Sample.docx; PPGP Education lessons.xlsx

Tracy,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: zack.baker@ppgreatplains.org



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)





Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



[<="" img="">](#)

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# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



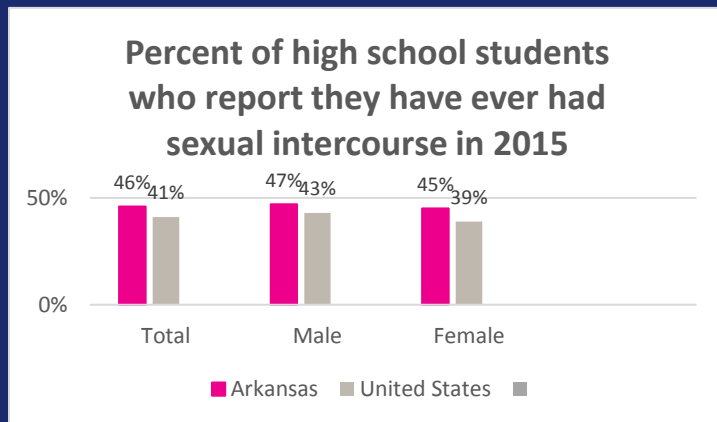


# Arkansas

## Facts

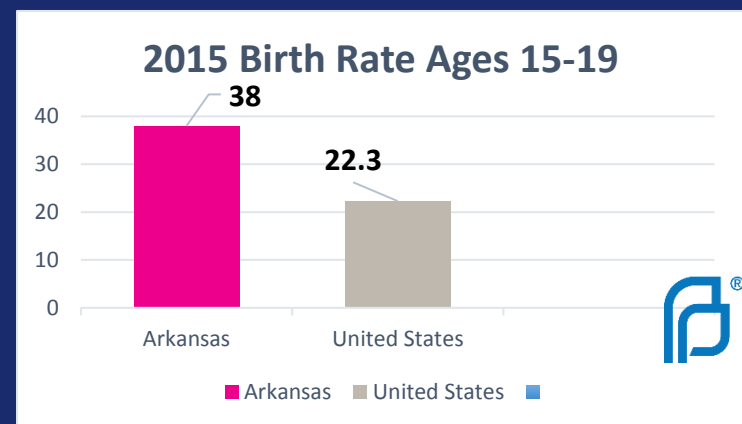
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>







Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_

Time(s): \_\_\_\_\_

Name of Organization: \_\_\_\_\_

Name of Class: \_\_\_\_\_

Address: \_\_\_\_\_

Room Number: \_\_\_\_\_

Contact Name: \_\_\_\_\_

Contact Email: \_\_\_\_\_

Number of Participants: \_\_\_\_\_

---

#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

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### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State the some STIs are life-threatening and other have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

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### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorm birth control methods</b>	2 min
<b>Introduce 7 methods</b>	8 min
<b>Student small groups</b>	15 min
<b>Large group discussion</b>	10 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>42 min</b>

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
<b>Introduction</b>	2 min
<b>Worksheets</b>	10 min
<b>Discussion</b>	5 min
<b>Role Play</b>	10 min
<b>Discussion</b>	5 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>37 min</b>

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

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## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



**From:** Baker, Zack  
**Sent:** Thursday, May 17, 2018 10:49 AM  
**To:** htheadway1351@pcssd.org  
**Subject:** RE: Previous Education Partnership  
**Attachments:** Program Outline Sample.docx; PPGP Education lessons.xlsx; PPGP Education Guide.pdf

Good Morning Harold!

I wanted to follow up with you on my previous email! I hope we can continue the relationship Sylvan Hills had with Crystal in doing education. I am attaching some more info on the program as a reminder. I hope to hear from you soon!

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: zack.baker@ppgreatplains.org



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



Planned Parenthood Great Plains

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**From:** Baker, Zack  
**Sent:** Monday, April 23, 2018 1:38 PM  
**To:** htheadway1351@pcssd.org  
**Subject:** Previous Education Partnership

Good Afternoon Harold,

My name is Zack Baker and I am the new Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I know you were previously working with Crystal Johnson and I am happy to say after a brief period, we finally have this position staffed again! I wanted to reach out and see if you were still interested in the services offered by Planned Parenthood Great Plains. Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- And more



Planned Parenthood Great Plains is dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I would love to meet with you and see if we can build upon what Crystal was doing before she left! Let me know if there would be a good time to meet or chat by phone. You can reach me at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



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Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



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Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_ Time(s): \_\_\_\_\_  
Name of Organization: \_\_\_\_\_ Name of Class: \_\_\_\_\_  
Address: \_\_\_\_\_ Room Number: \_\_\_\_\_  
Contact Name: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
Number of Participants: \_\_\_\_\_

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#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

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### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State the some STIs are life-threatening and other have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

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### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorm birth control methods</b>	2 min
<b>Introduce 7 methods</b>	8 min
<b>Student small groups</b>	15 min
<b>Large group discussion</b>	10 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>42 min</b>

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
<b>Introduction</b>	2 min
<b>Worksheets</b>	10 min
<b>Discussion</b>	5 min
<b>Role Play</b>	10 min
<b>Discussion</b>	5 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>37 min</b>

---



## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

---

## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



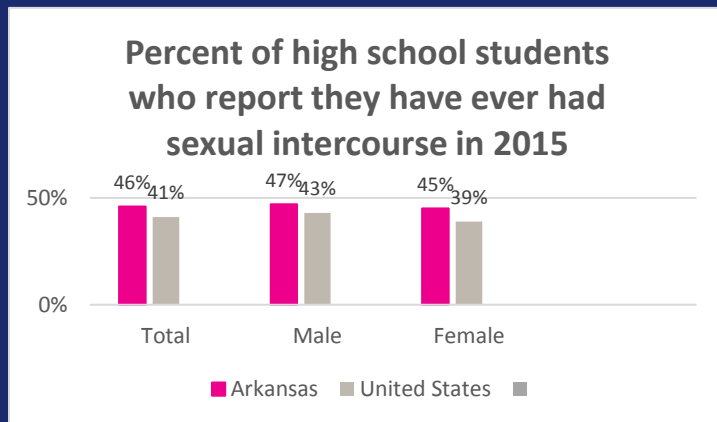


# Arkansas

## Facts

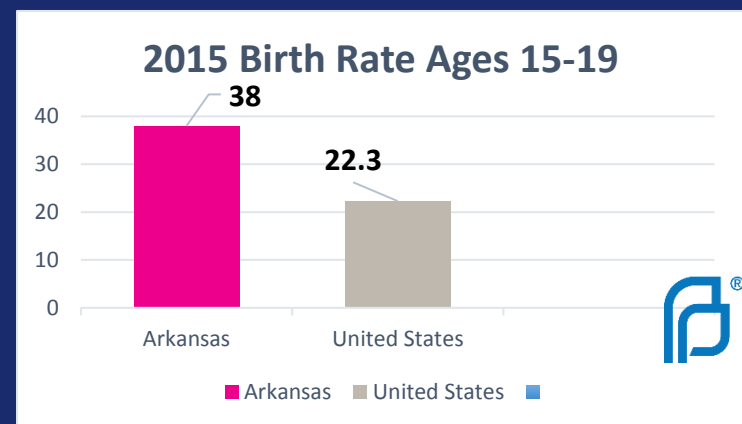
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
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- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>





**From:** Baker, Zack

**Sent:** Thursday, May 17, 2018 10:50 AM

**To:** sdavis4993@pcssd.org

**Subject:** Education Partnership

**Attachments:** PPGP Education Guide.pdf; Program Outline Sample.docx; PPGP Education lessons.xlsx

Shelly,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

We have had a partnership with Sylvan Hills in the past, and I hope we can continue this partnership!

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

P: 501-666-3243

C: 501-317-0273

E: zack.baker@ppgreatplains.org



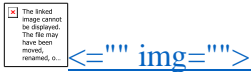


[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



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# Education Guide



Planned Parenthood Great Plains



# Introduction

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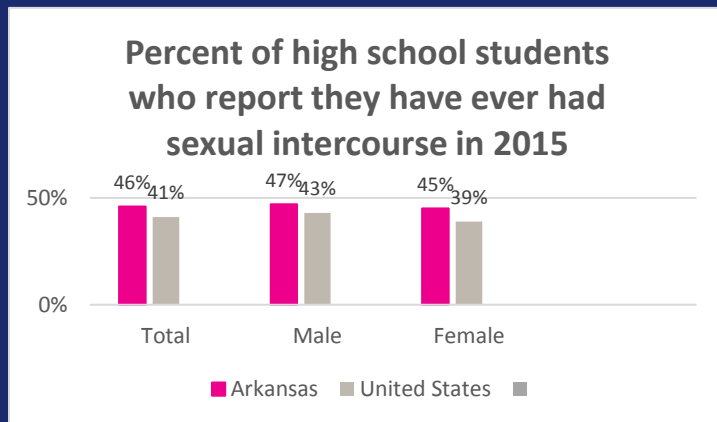


# Arkansas

## Facts

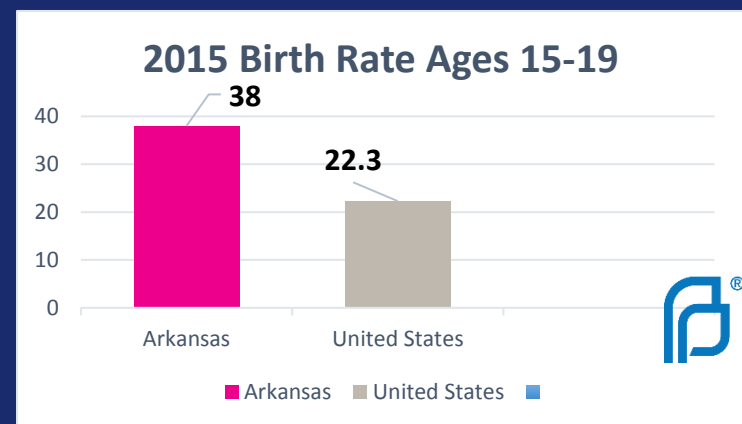
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# Our Presentations and Programs

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**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
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Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_ Time(s): \_\_\_\_\_  
Name of Organization: \_\_\_\_\_ Name of Class: \_\_\_\_\_  
Address: \_\_\_\_\_ Room Number: \_\_\_\_\_  
Contact Name: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
Number of Participants: \_\_\_\_\_

---

#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

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### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State the some STIs are life-threatening and other have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

---

### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorm birth control methods</b>	2 min
<b>Introduce 7 methods</b>	8 min
<b>Student small groups</b>	15 min
<b>Large group discussion</b>	10 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>42 min</b>

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
<b>Introduction</b>	2 min
<b>Worksheets</b>	10 min
<b>Discussion</b>	5 min
<b>Role Play</b>	10 min
<b>Discussion</b>	5 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>37 min</b>

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

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## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



**From:** Baker, Zack

**Sent:** Thursday, May 17, 2018 10:56 AM

**To:** clipsmeyer@pcssd.org

**Subject:** Education Partnership

**Attachments:** PPGP Education Guide.pdf; Program Outline Sample.docx; PPGP Education lessons.xlsx

Carolyn,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

We had a relationship with Sylvan Hills in the past and I hope we can continue that relationship!

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

P: 501-666-3243

C: 501-317-0273

E: zack.baker@ppgreatplains.org



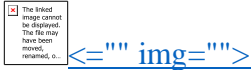


[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



<="" img="">

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# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



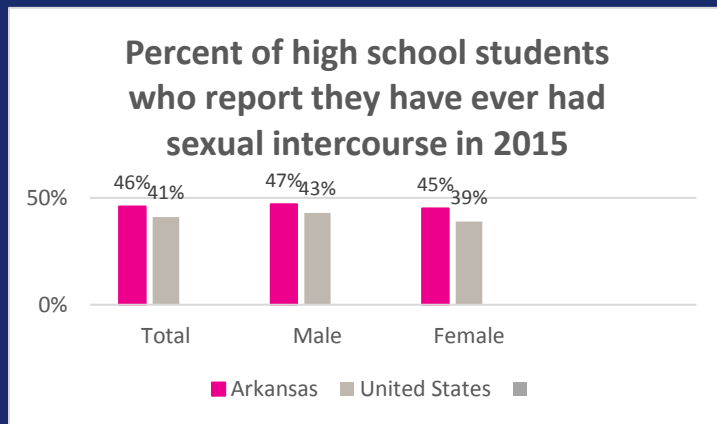


# Arkansas

## Facts

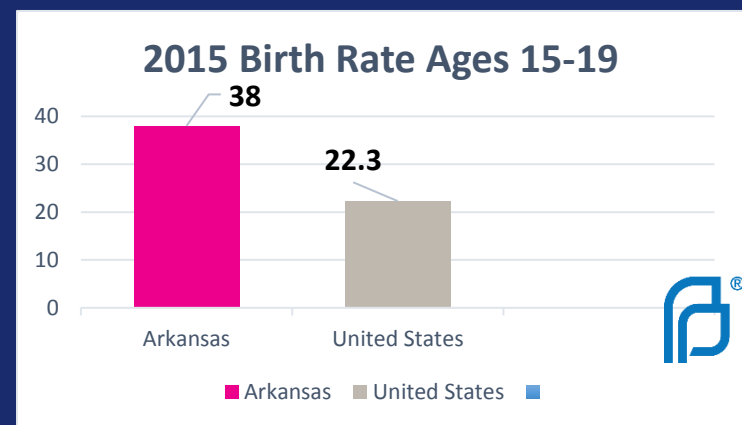
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>







Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_ Time(s): \_\_\_\_\_  
Name of Organization: \_\_\_\_\_ Name of Class: \_\_\_\_\_  
Address: \_\_\_\_\_ Room Number: \_\_\_\_\_  
Contact Name: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
Number of Participants: \_\_\_\_\_

---

#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

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### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State the some STIs are life-threatening and other have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

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### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorm birth control methods</b>	2 min
<b>Introduce 7 methods</b>	8 min
<b>Student small groups</b>	15 min
<b>Large group discussion</b>	10 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>42 min</b>

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
<b>Introduction</b>	2 min
<b>Worksheets</b>	10 min
<b>Discussion</b>	5 min
<b>Role Play</b>	10 min
<b>Discussion</b>	5 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>37 min</b>

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

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## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



**From:** Baker, Zack

**Sent:** Thursday, May 17, 2018 11:03 AM

**To:** dclayton@pcssd.org

**Subject:** Education Partnership

**Attachments:** PPGP Education Guide.pdf; Program Outline Sample.docx; PPGP Education lessons.xlsx

Mr. Clayton

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

We have worked with several Boys and Girls clubs here in the area, and other schools such as Cloverdale Middle School, Sylvan Hills, McClellan High School, and we have even worked with previous staff at Mills in the past! I hope we can continue that relationship!

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programming and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

P: 501-666-3243

C: 501-317-0273

E: zack.baker@ppgreatplains.org





[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



The linked image cannot be displayed. The file may have been moved, renamed, or deleted. Verify that the link points to the correct file and location.

[<="" img="">](#)

*This e-mail is for the sole use of the intended recipients and contains information belonging to PP Great Plains, which is confidential and/or legally privileged. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution or taking of any action in reliance on the contents of this e-mail information is strictly prohibited. If you have received this e-mail in error, please immediately notify the sender by reply e-mail and destroy all copies of the original message.*



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# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



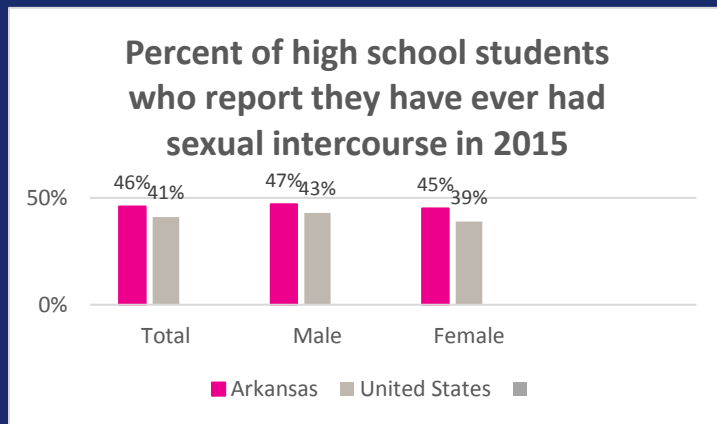


# Arkansas

## Facts

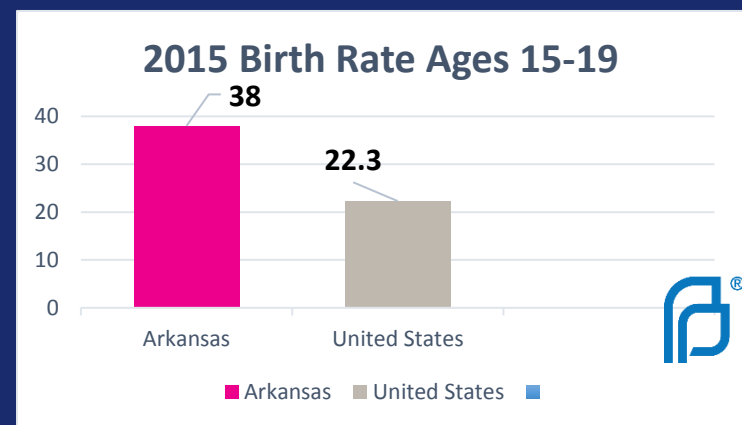
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>







Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_ Time(s): \_\_\_\_\_  
Name of Organization: \_\_\_\_\_ Name of Class: \_\_\_\_\_  
Address: \_\_\_\_\_ Room Number: \_\_\_\_\_  
Contact Name: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
Number of Participants: \_\_\_\_\_

---

#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

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### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State the some STIs are life-threatening and other have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

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### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorm birth control methods</b>	2 min
<b>Introduce 7 methods</b>	8 min
<b>Student small groups</b>	15 min
<b>Large group discussion</b>	10 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>42 min</b>

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
<b>Introduction</b>	2 min
<b>Worksheets</b>	10 min
<b>Discussion</b>	5 min
<b>Role Play</b>	10 min
<b>Discussion</b>	5 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>37 min</b>

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

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## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



**From:** Baker, Zack

**Sent:** Thursday, May 17, 2018 11:06 AM

**To:** lwatson@pcssd.org

**Subject:** Education Partnership

**Attachments:** PPGP Education Guide.pdf; Program Outline Sample.docx; PPGP Education lessons.xlsx

Lisa,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

We have worked several Boys and Girls Clubs as well as several local schools such as Cloverdale Middle School, McClellan High School, and Sylvan Hills High School!

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

P: 501-666-3243

C: 501-317-0273

E: zack.baker@ppgreatplains.org



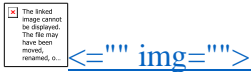


[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



<="" img="">

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# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



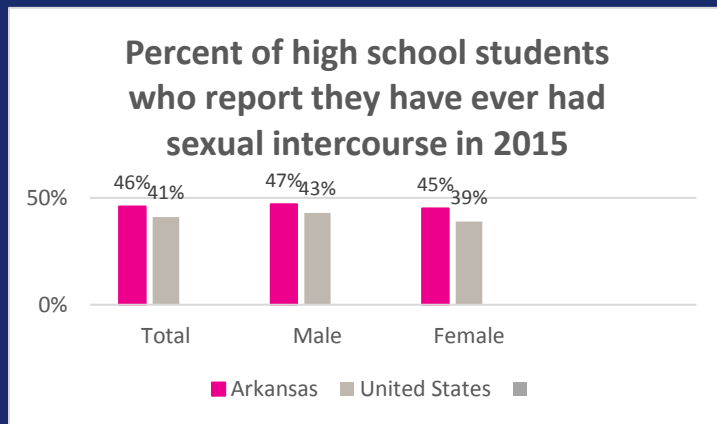


# Arkansas

## Facts

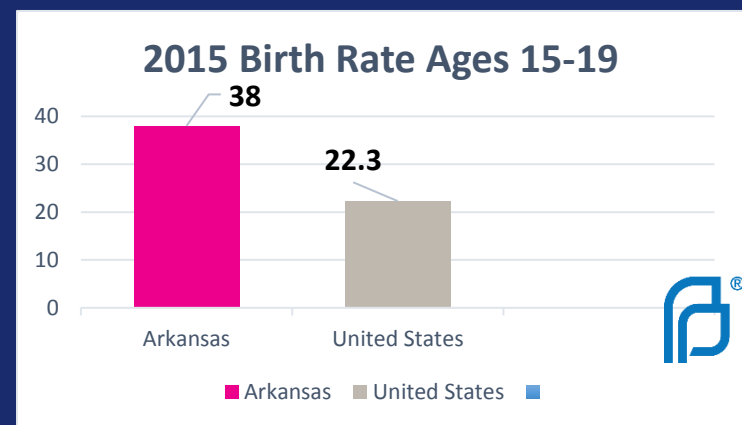
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>







Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_ Time(s): \_\_\_\_\_  
Name of Organization: \_\_\_\_\_ Name of Class: \_\_\_\_\_  
Address: \_\_\_\_\_ Room Number: \_\_\_\_\_  
Contact Name: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
Number of Participants: \_\_\_\_\_

---

#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

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### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State that some STIs are life-threatening and others have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

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### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorm birth control methods</b>	2 min
<b>Introduce 7 methods</b>	8 min
<b>Student small groups</b>	15 min
<b>Large group discussion</b>	10 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>42 min</b>

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
<b>Introduction</b>	2 min
<b>Worksheets</b>	10 min
<b>Discussion</b>	5 min
<b>Role Play</b>	10 min
<b>Discussion</b>	5 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>37 min</b>

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

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## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



**From:** Baker, Zack

**Sent:** Thursday, May 17, 2018 11:08 AM

**To:** tpearson8687@pcssd.org

**Subject:** Education Partnership

**Attachments:** PPGP Education Guide.pdf; Program Outline Sample.docx; PPGP Education lessons.xlsx

Thaddeus,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

We have worked with several local Boys and Girls Clubs and local schools including Cloverdale Middle School, McClellan High School, and Sylvan Hills High School!

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

P: 501-666-3243

C: 501-317-0273

E: zack.baker@ppgreatplains.org



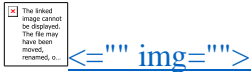


[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



<="" img="">

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# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



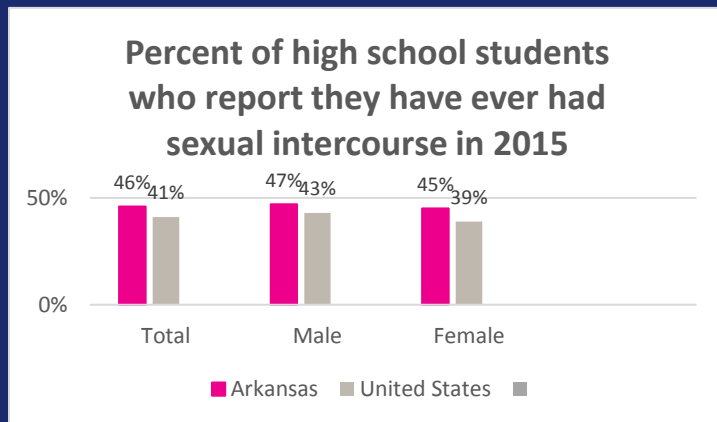


# Arkansas

## Facts

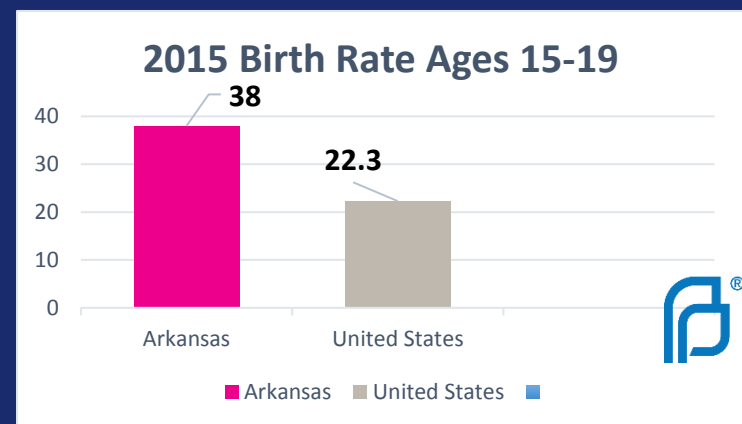
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>







Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_ Time(s): \_\_\_\_\_  
Name of Organization: \_\_\_\_\_ Name of Class: \_\_\_\_\_  
Address: \_\_\_\_\_ Room Number: \_\_\_\_\_  
Contact Name: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
Number of Participants: \_\_\_\_\_

---

#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



- Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
- Describe at least one goal they have for the future
- Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

- Students to list one message they have received about sex from four different sources
- Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

- Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
- Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

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### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State the some STIs are life-threatening and other have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

---

### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorm birth control methods</b>	2 min
<b>Introduce 7 methods</b>	8 min
<b>Student small groups</b>	15 min
<b>Large group discussion</b>	10 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>42 min</b>

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
<b>Introduction</b>	2 min
<b>Worksheets</b>	10 min
<b>Discussion</b>	5 min
<b>Role Play</b>	10 min
<b>Discussion</b>	5 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>37 min</b>

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

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## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



**From:** Baker, Zack

**Sent:** Thursday, May 17, 2018 11:10 AM

**To:** jgriffin6464@pcssd.org

**Subject:** Education Partnership

**Attachments:** PPGP Education Guide.pdf; Program Outline Sample.docx; PPGP Education lessons.xlsx

Jacquelyn,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

We have worked with several local Boys and Girls Clubs as well as local schools including Cloverdale Middle School, McClellan High School, and Sylvan Hills High School!

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

P: 501-666-3243

C: 501-317-0273

E: zack.baker@ppgreatplains.org



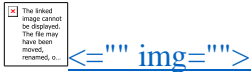


[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



<="" img="">

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# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



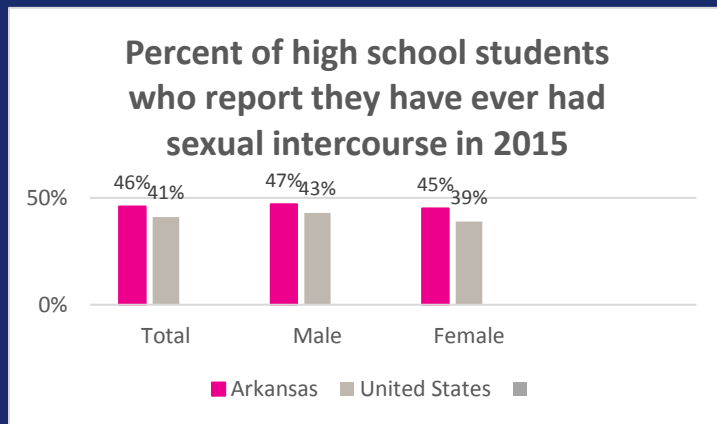


# Arkansas

## Facts

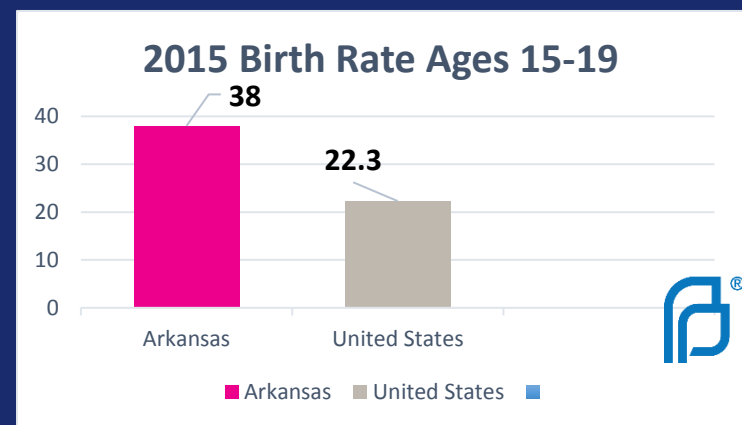
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>







Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_ Time(s): \_\_\_\_\_  
Name of Organization: \_\_\_\_\_ Name of Class: \_\_\_\_\_  
Address: \_\_\_\_\_ Room Number: \_\_\_\_\_  
Contact Name: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
Number of Participants: \_\_\_\_\_

---

#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

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### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State the some STIs are life-threatening and other have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

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### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorm birth control methods</b>	2 min
<b>Introduce 7 methods</b>	8 min
<b>Student small groups</b>	15 min
<b>Large group discussion</b>	10 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>42 min</b>

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
<b>Introduction</b>	2 min
<b>Worksheets</b>	10 min
<b>Discussion</b>	5 min
<b>Role Play</b>	10 min
<b>Discussion</b>	5 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>37 min</b>

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

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## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



**From:** Baker, Zack

**Sent:** Thursday, May 17, 2018 11:11 AM

**To:** kpeterson8063@pcssd.org

**Subject:** Education Partnership

**Attachments:** PPGP Education Guide.pdf; Program Outline Sample.docx; PPGP Education lessons.xlsx

Kristina,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

We have worked with several local Boys and Girls Clubs as well as local schools including Cloverdale Middle School, McClellan High School, and Sylvan Hills High School!

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

[Zack Baker](#)

[Education and Outreach Coordinator](#)

[Planned Parenthood Great Plains \(PPGP\)](#)

[P: 501-666-3243](#)

[C: 501-317-0273](#)

[E: zack.baker@ppgreatplains.org](#)





[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



[<="" img="">](#)

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# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



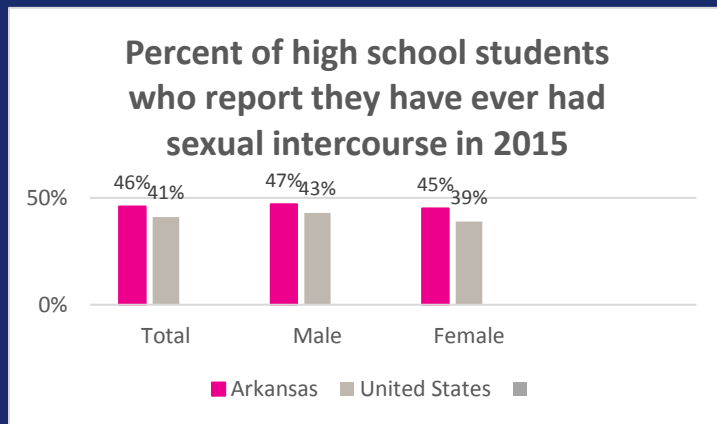


# Arkansas

## Facts

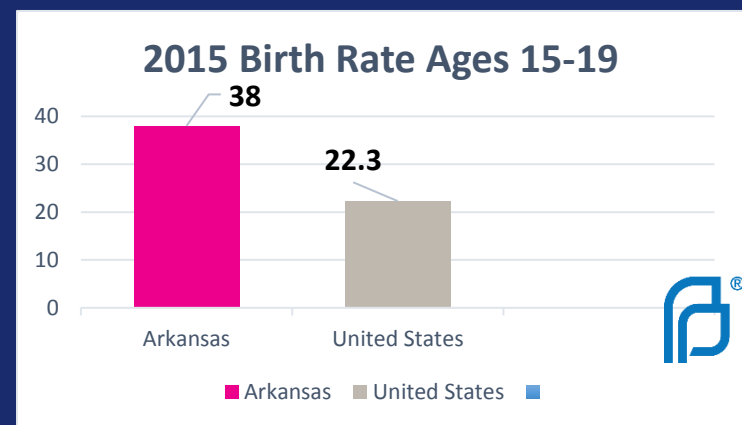
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>







Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_ Time(s): \_\_\_\_\_  
Name of Organization: \_\_\_\_\_ Name of Class: \_\_\_\_\_  
Address: \_\_\_\_\_ Room Number: \_\_\_\_\_  
Contact Name: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
Number of Participants: \_\_\_\_\_

---

#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

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### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State the some STIs are life-threatening and other have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

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### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorm birth control methods</b>	2 min
<b>Introduce 7 methods</b>	8 min
<b>Student small groups</b>	15 min
<b>Large group discussion</b>	10 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>42 min</b>

---

### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
<b>Introduction</b>	2 min
<b>Worksheets</b>	10 min
<b>Discussion</b>	5 min
<b>Role Play</b>	10 min
<b>Discussion</b>	5 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>37 min</b>

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

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## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



**From:** Baker, Zack

**Sent:** Thursday, May 17, 2018 11:13 AM

**To:** ajones5368@pcssd.org

**Subject:** Education Partnership

**Attachments:** PPGP Education Guide.pdf; Program Outline Sample.docx; PPGP Education lessons.xlsx

Angela,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

We have worked with several local Boys and Girls Clubs as well as local schools including Cloverdale Middle School, McClellan High School, and Sylvan Hills High School!

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

[Zack Baker](#)

[Education and Outreach Coordinator](#)

[Planned Parenthood Great Plains \(PPGP\)](#)

[P: 501-666-3243](#)

[C: 501-317-0273](#)

[E: zack.baker@ppgreatplains.org](#)





[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



The linked image cannot be displayed. The file may have been moved, renamed, or deleted. Verify that the link points to the correct file and location.

[<="" img="">](#)

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# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



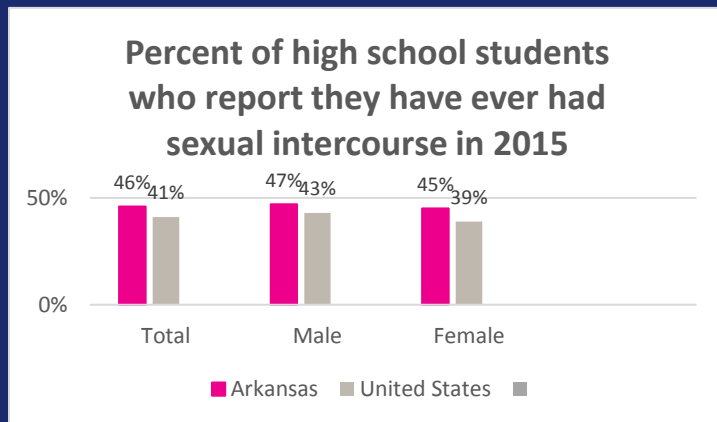


# Arkansas

## Facts

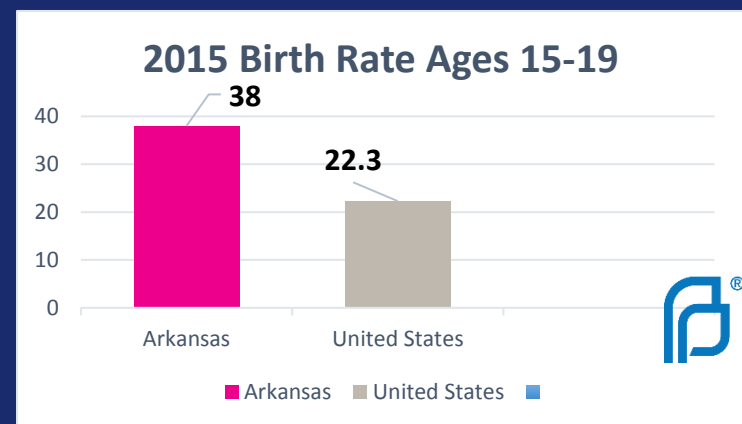
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>







Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_ Time(s): \_\_\_\_\_  
Name of Organization: \_\_\_\_\_ Name of Class: \_\_\_\_\_  
Address: \_\_\_\_\_ Room Number: \_\_\_\_\_  
Contact Name: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
Number of Participants: \_\_\_\_\_

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#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

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### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State the some STIs are life-threatening and other have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

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### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorm birth control methods</b>	2 min
<b>Introduce 7 methods</b>	8 min
<b>Student small groups</b>	15 min
<b>Large group discussion</b>	10 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>42 min</b>

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
<b>Introduction</b>	2 min
<b>Worksheets</b>	10 min
<b>Discussion</b>	5 min
<b>Role Play</b>	10 min
<b>Discussion</b>	5 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>37 min</b>

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

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## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



**From:** Baker, Zack

**Sent:** Thursday, May 17, 2018 11:14 AM

**To:** tuptergrove5102@pcssd.org

**Subject:** Education Partnership

**Attachments:** PPGP Education Guide.pdf; Program Outline Sample.docx; PPGP Education lessons.xlsx

Tyler,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

We have worked with several local Boys and Girls Clubs as well as local schools including Cloverdale Middle School, McClellan High School, and Sylvan Hills High School!

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

P: 501-666-3243

C: 501-317-0273

E: zack.baker@ppgreatplains.org





[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



The linked image cannot be displayed. The file may have been moved, renamed, or deleted. Verify that the link points to the correct file and location.

[<="" img="">](#)

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# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



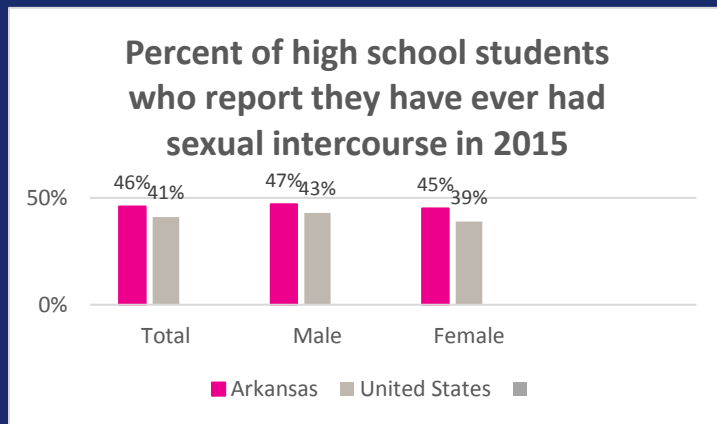


# Arkansas

## Facts

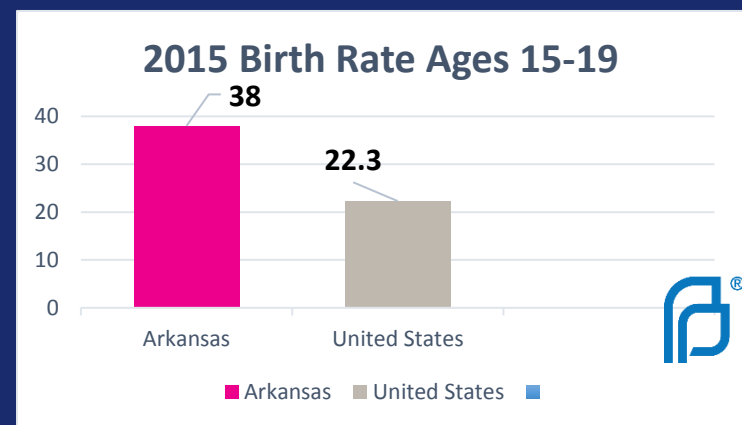
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>







Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_ Time(s): \_\_\_\_\_  
Name of Organization: \_\_\_\_\_ Name of Class: \_\_\_\_\_  
Address: \_\_\_\_\_ Room Number: \_\_\_\_\_  
Contact Name: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
Number of Participants: \_\_\_\_\_

---

#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

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### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State that some STIs are life-threatening and others have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

---

### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorm birth control methods</b>	2 min
<b>Introduce 7 methods</b>	8 min
<b>Student small groups</b>	15 min
<b>Large group discussion</b>	10 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>42 min</b>

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
<b>Introduction</b>	2 min
<b>Worksheets</b>	10 min
<b>Discussion</b>	5 min
<b>Role Play</b>	10 min
<b>Discussion</b>	5 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>37 min</b>

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

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## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



**From:** Baker, Zack

**Sent:** Thursday, May 17, 2018 11:17 AM

**To:** Acrain3002@pcssd.org

**Subject:** Education Partnership

**Attachments:** PPGP Education Guide.pdf; Program Outline Sample.docx; PPGP Education lessons.xlsx

Ann,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

We have worked with several local Boys and Girls Clubs as well as local schools including Cloverdale Middle School, McClellan High School, and Sylvan Hills High School!

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

[Zack Baker](#)

[Education and Outreach Coordinator](#)

[Planned Parenthood Great Plains \(PPGP\)](#)

[P: 501-666-3243](#)

[C: 501-317-0273](#)

[E: zack.baker@ppgreatplains.org](#)





[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



The linked image cannot be displayed. The file may have been moved, renamed, or deleted. Verify that the link points to the correct file and location.

[<="" img="">](#)

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# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



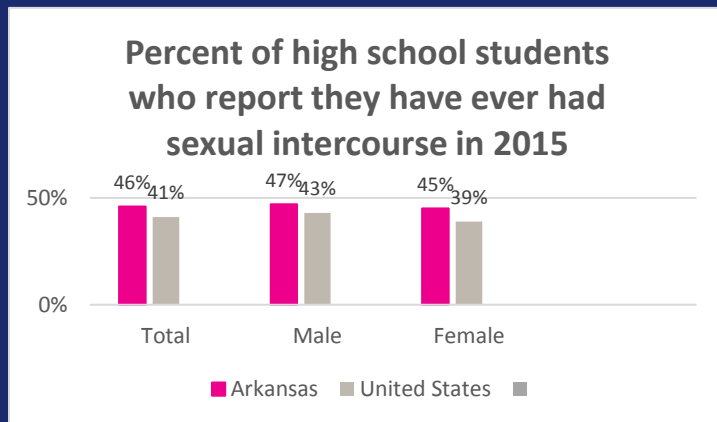


# Arkansas

## Facts

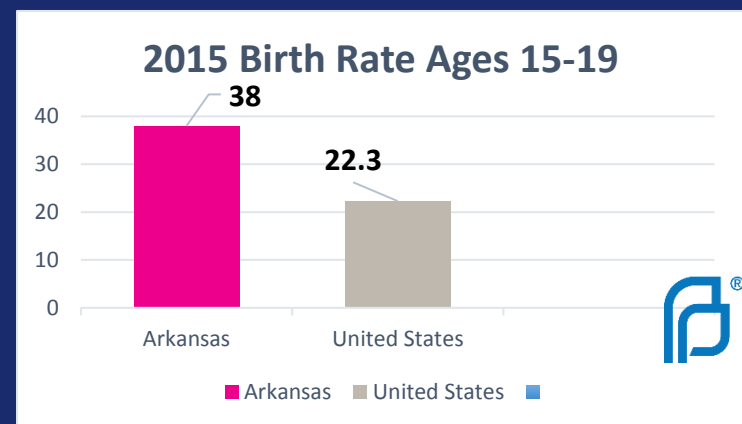
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>







Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_ Time(s): \_\_\_\_\_  
Name of Organization: \_\_\_\_\_ Name of Class: \_\_\_\_\_  
Address: \_\_\_\_\_ Room Number: \_\_\_\_\_  
Contact Name: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
Number of Participants: \_\_\_\_\_

---

#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

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### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State the some STIs are life-threatening and other have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

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### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorm birth control methods</b>	2 min
<b>Introduce 7 methods</b>	8 min
<b>Student small groups</b>	15 min
<b>Large group discussion</b>	10 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>42 min</b>

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
<b>Introduction</b>	2 min
<b>Worksheets</b>	10 min
<b>Discussion</b>	5 min
<b>Role Play</b>	10 min
<b>Discussion</b>	5 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>37 min</b>

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

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## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



**From:** Baker, Zack

**Sent:** Thursday, May 17, 2018 11:17 AM

**To:** adavidson@pcssd.org

**Subject:** Education Partnership

**Attachments:** PPGP Education Guide.pdf; Program Outline Sample.docx; PPGP Education lessons.xlsx

Amy,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

We have worked with several local Boys and Girls Clubs as well as local schools including Cloverdale Middle School, McClellan High School, and Sylvan Hills High School!

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

P: 501-666-3243

C: 501-317-0273

E: zack.baker@ppgreatplains.org





[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



The linked image cannot be displayed. The file may have been moved, renamed, or deleted. Verify that the link points to the correct file and location.

[<="" img="">](#)

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# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



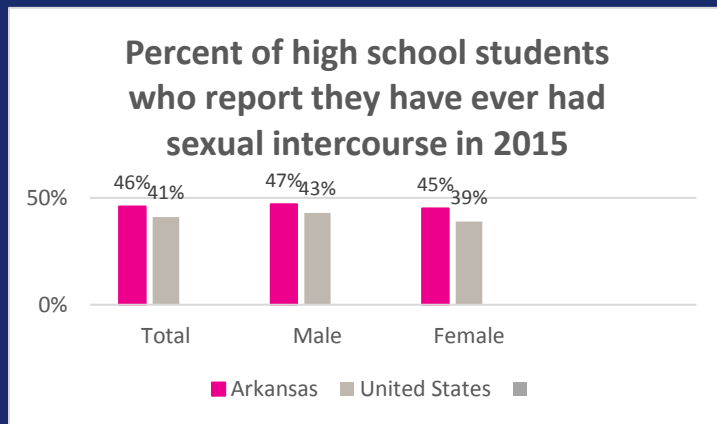


# Arkansas

## Facts

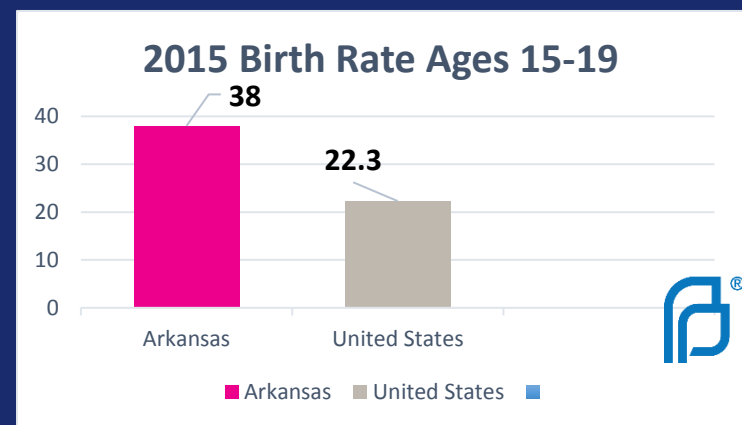
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>







Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_

Time(s): \_\_\_\_\_

Name of Organization: \_\_\_\_\_

Name of Class: \_\_\_\_\_

Address: \_\_\_\_\_

Room Number: \_\_\_\_\_

Contact Name: \_\_\_\_\_

Contact Email: \_\_\_\_\_

Number of Participants: \_\_\_\_\_

---

#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends,etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

---

### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State the some STIs are life-threatening and other have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

---

### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
Intro	2 min
Brainstorm birth control methods	2 min
Introduce 7 methods	8 min
Student small groups	15 min
Large group discussion	10 min
Questions	5 min
Total Time	42 min

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
Introduction	2 min
Worksheets	10 min
Discussion	5 min
Role Play	10 min
Discussion	5 min
Questions	5 min
Total Time	37 min

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

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## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn't mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person's ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



**From:** Baker, Zack

**Sent:** Thursday, May 17, 2018 11:18 AM

**To:** mhudgeons@pcssd.org

**Subject:** Education Partnership

**Attachments:** PPGP Education Guide.pdf; Program Outline Sample.docx; PPGP Education lessons.xlsx

Mike,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

We have worked with several local Boys and Girls Clubs as well as local schools including Cloverdale Middle School, McClellan High School, and Sylvan Hills High School!

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

[Zack Baker](#)

[Education and Outreach Coordinator](#)

[Planned Parenthood Great Plains \(PPGP\)](#)

[P: 501-666-3243](#)

[C: 501-317-0273](#)

[E: zack.baker@ppgreatplains.org](#)





[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



The linked image cannot be displayed. The file may have been moved, renamed, or deleted. Verify that the link points to the correct file and location.

[<="" img="">](#)

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# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



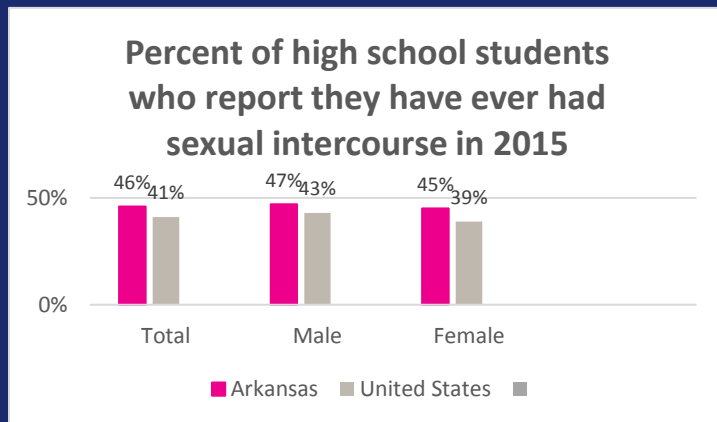


# Arkansas

## Facts

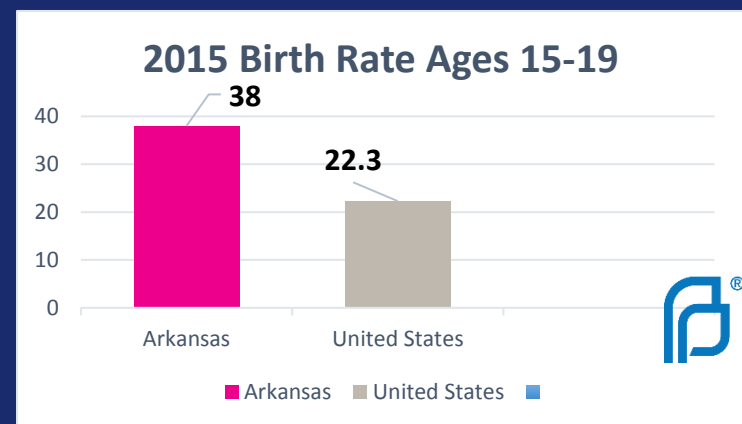
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>







Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_ Time(s): \_\_\_\_\_  
Name of Organization: \_\_\_\_\_ Name of Class: \_\_\_\_\_  
Address: \_\_\_\_\_ Room Number: \_\_\_\_\_  
Contact Name: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
Number of Participants: \_\_\_\_\_

---

#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

---

### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State the some STIs are life-threatening and other have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

---

### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
Intro	2 min
Brainstorm birth control methods	2 min
Introduce 7 methods	8 min
Student small groups	15 min
Large group discussion	10 min
Questions	5 min
Total Time	42 min

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
Introduction	2 min
Worksheets	10 min
Discussion	5 min
Role Play	10 min
Discussion	5 min
Questions	5 min
Total Time	37 min

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

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## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



**From:** LEVAR, LANCE

**Sent:** Thursday, May 17, 2018 11:18 AM

**To:** ALLEN TRACY

**Subject:** Fwd: Education Partnership

**Attachments:** PPGP Education Guide.pdf; Program Outline Sample.docx; PPGP Education lessons.xlsx

Tracy,

Will you tell me how this partnership works at Sylvan Hills, please? Of course, it would look different in a middle school, but I wanted to check in with someone I knew.

Lance

**Lance LeVar**

**Principal, Joe T. Robinson Middle School**

[lleva@pcssd.org](mailto:lleva@pcssd.org)

**501-868-2410**



----- Forwarded message -----

**From:** Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)>

**Date:** Thu, May 17, 2018 at 11:12 AM

**Subject:** Education Partnership

**To:** "[lleva@pcssd.org](mailto:lleva@pcssd.org)" <[lleva@pcssd.org](mailto:lleva@pcssd.org)>

Lance,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

We have worked with several local Boys and Girls Clubs as well as local schools including Cloverdale Middle School, McClellan High School, and Sylvan Hills High School!

Our education curriculum and presentations are diverse and include topics such as:



- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

P: 501-666-3243

C: 501-317-0273



E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



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Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



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**Please consider the environment before printing this email.**



# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



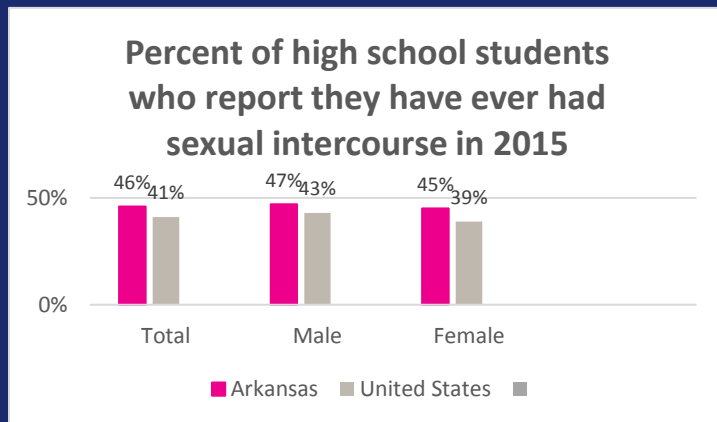


# Arkansas

## Facts

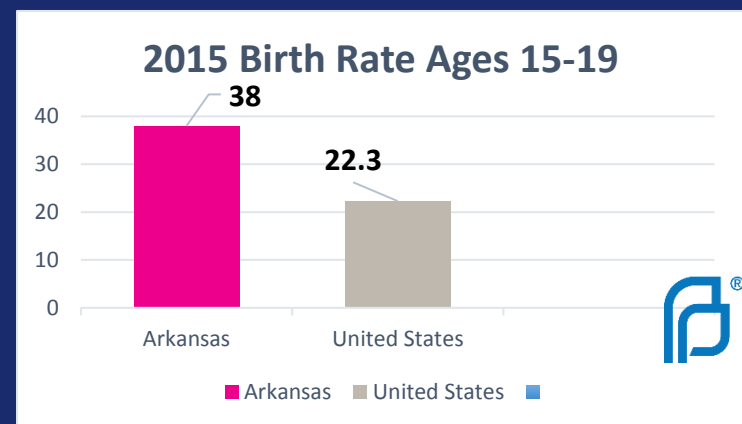
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>







Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_ Time(s): \_\_\_\_\_  
Name of Organization: \_\_\_\_\_ Name of Class: \_\_\_\_\_  
Address: \_\_\_\_\_ Room Number: \_\_\_\_\_  
Contact Name: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
Number of Participants: \_\_\_\_\_

---

#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

---

### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State the some STIs are life-threatening and other have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

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### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorm birth control methods</b>	2 min
<b>Introduce 7 methods</b>	8 min
<b>Student small groups</b>	15 min
<b>Large group discussion</b>	10 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>42 min</b>

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
<b>Introduction</b>	2 min
<b>Worksheets</b>	10 min
<b>Discussion</b>	5 min
<b>Role Play</b>	10 min
<b>Discussion</b>	5 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>37 min</b>

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

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## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



**From:** TRACY, ALLEN  
**Sent:** Thursday, May 17, 2018 2:12 PM  
**To:** LEVAR, LANCE  
**Subject:** Re: Education Partnership

Interesting....I see where they say they worked with my school, but they have not. It's possible they did something over at our Freshman Campus with Mr. West, but not sure. I have Cc'd Mr. West.

Tracy Allen, Principal  
Sylvan Hills High School  
484 Bear Paw Rd.  
Sherwood, AR 72120

[tallen@pcssd.org](mailto:tallen@pcssd.org)  
501-833-1100 - office  
501-833-1104 - Fax

[www.shhs.pcssd.org](http://www.shhs.pcssd.org)  
**Go Bears!**

On Thu, May 17, 2018 at 11:18 AM, LEVAR, LANCE <[lleva@pcssd.org](mailto:lleva@pcssd.org)> wrote:

Tracy,

Will you tell me how this partnership works at Sylvan Hills, please? Of course, it would look different in a middle school, but I wanted to check in with someone I knew.

Lance

**Lance LeVar**  
**Principal, Joe T. Robinson Middle School**  
[lleva@pcssd.org](mailto:lleva@pcssd.org)  
**501-868-2410**



----- Forwarded message -----

From: **Baker, Zack** <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)>  
Date: Thu, May 17, 2018 at 11:12 AM  
Subject: Education Partnership  
To: "[lleva@pcssd.org](mailto:lleva@pcssd.org)" <[lleva@pcssd.org](mailto:lleva@pcssd.org)>

Lance,



My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

We have worked with several local Boys and Girls Clubs as well as local schools including Cloverdale Middle School, McClellan High School, and Sylvan Hills High School!

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone at 501-666-3243 or on my cell at 501-317-0273!



I look forward to chatting with you!

Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

P: 501-666-3243

C: 501-317-0273

E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



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Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



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**From:** LEVAR, LANCE  
**Sent:** Thursday, May 17, 2018 2:14 PM  
**To:** TRACY, ALLEN; YVONE WEST  
**Subject:** Re: Education Partnership

Thank you.

Lance

**Lance LeVar**  
**Principal, Joe T. Robinson Middle School**  
[lleva@pcssd.org](mailto:lleva@pcssd.org)  
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**Please consider the environment before printing this email.**



**From:** EMFINGER, JENNIFER

**Sent:** Friday, May 18, 2018 6:27 AM

**To:** SELENA MCDOWELL

**Subject:** Fwd: Education Partnership

**Attachments:** PPGP Education Guide.pdf; Program Outline Sample.docx; PPGP Education lessons.xlsx

Is this something we have ever done...seems like a good connection. Just wanted to check with you.

Thanks :)

----- Forwarded message -----

From: **Baker, Zack** <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)>

Date: Thu, May 17, 2018 at 10:40 AM

Subject: Education Partnership

To: "[jemfinger@pcssd.org](mailto:jemfinger@pcssd.org)" <[jemfinger@pcssd.org](mailto:jemfinger@pcssd.org)>

Jennifer,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

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I look forward to chatting with you!

Zack Baker

Education and Outreach Coordinator

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Thanks :)

Jennifer Emfinger

Maumelle High School Counselor (HAM-PE)

(501)-234-2519





# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



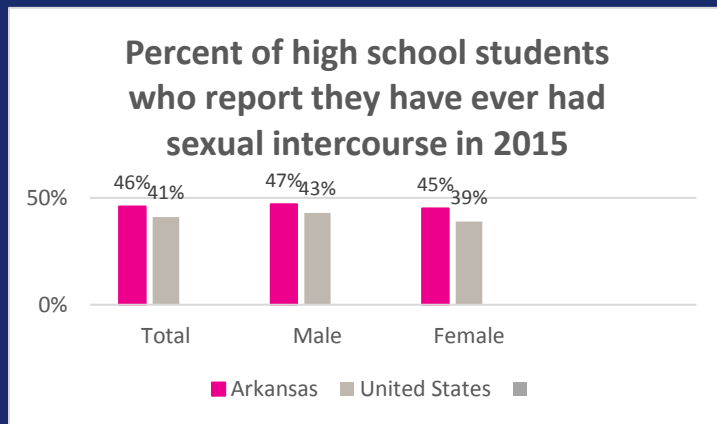


# Arkansas

## Facts

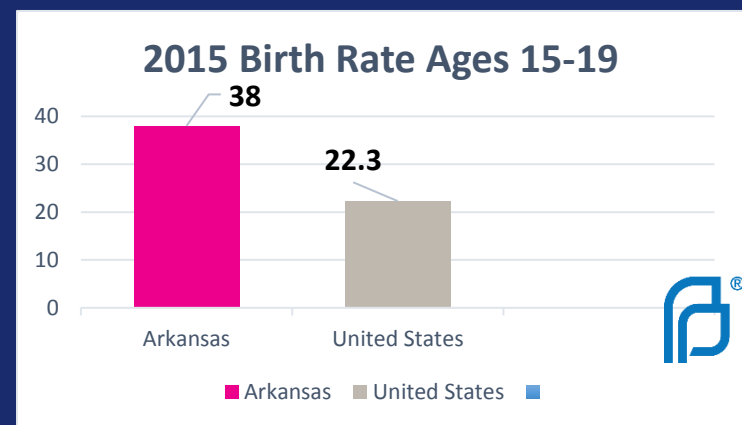
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>







Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_

Time(s): \_\_\_\_\_

Name of Organization: \_\_\_\_\_

Name of Class: \_\_\_\_\_

Address: \_\_\_\_\_

Room Number: \_\_\_\_\_

Contact Name: \_\_\_\_\_

Contact Email: \_\_\_\_\_

Number of Participants: \_\_\_\_\_

---

#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

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### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State the some STIs are life-threatening and other have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

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### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorm birth control methods</b>	2 min
<b>Introduce 7 methods</b>	8 min
<b>Student small groups</b>	15 min
<b>Large group discussion</b>	10 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>42 min</b>

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
<b>Introduction</b>	2 min
<b>Worksheets</b>	10 min
<b>Discussion</b>	5 min
<b>Role Play</b>	10 min
<b>Discussion</b>	5 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>37 min</b>

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

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## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



**From:** MCGEE, CARLA  
**Sent:** Monday, May 21, 2018 8:55 AM  
**To:** Angela Armstrong  
**Subject:** Fwd: Your Weekly Activity Update

Flight nurse positions

----- Forwarded message -----

From: **Nursing Network** <[notifications@nursingnetworkmail.com](mailto:notifications@nursingnetworkmail.com)>  
Date: Mon, May 21, 2018 at 7:00 AM  
Subject: Your Weekly Activity Update  
To: Carla Mcgee <[cmcgee@pcssd.org](mailto:cmcgee@pcssd.org)>



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## Carla, Here is Your Weekly Nursing Industry Update

Edition #425 (Updates from 05/14/18 to 05/20/18)

### Job Openings Near You

Considering a career move? Check these local nursing job opportunities.

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#### Director of Primary Care

Company: Planned Parenthood of Southern New England

#### Flight Nurse

Company: Guardian Flight

#### Flight Nurse

Company: Guardian Flight

#### Flight Nurse

Company: Guardian Flight

#### Flight Nurse

Company: Guardian Flight

#### Flight Nurse

Company: Guardian Flight



## Flight Nurse

Company: Guardian Flight

### Upcoming Events

Looking to network with colleagues or an opportunity to earn CE credits? Check these local Nursing events.

**JUN** AACN Greater Memphis Area Chapter June 2018 Quarterly Meeting

**5** Memphis, TN

Posted by Greater Memphis Area Chapter of AACN

**JUN** ASNA Summer Conference 2018 -35 Years Strong!

**10** Benton, AR

Posted by Arkansas School Nurses Association

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Carla McGee, RN  
Pine Forest Elementary School



**From:** Morrison, Gregg  
**Sent:** Monday, May 21, 2018 8:58 AM  
**To:** Baker, Zack  
**Subject:** Re: Education Partnership

Good morning. Sorry for the late reply. We would love to partner/work with your organization. Contact me in late July/early August and we can work something out.

Thank you!

Mike Morrison  
Joe T. Robinson HS

On Mon, May 14, 2018 at 11:19 AM, Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)> wrote:

Mr. Morrison,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



I have attached more information about our education programming and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone. 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

P: 501-666-3243

C: 501-317-0273

E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



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Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.





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Mike Morrison  
Physical Education & Health Teacher  
Head Cross Country & Girls Track Coach  
Robinson High School  
501-868-2400  
[gmorrison1000@pcssd.org](mailto:gmorrison1000@pcssd.org)



**From:** Baker, Zack  
**Sent:** Monday, May 21, 2018 11:32 AM  
**To:** Morrison, Gregg  
**Subject:** RE: Education Partnership

Perfect! I'll reach out then!

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



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Planned Parenthood Great Plains

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- Decision making
- Self-esteem
- And more

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I look forward to chatting with you!

Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

P: 501-666-3243

C: 501-317-0273



E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.

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Mike Morrison  
Physical Education & Health Teacher  
Head Cross Country & Girls Track Coach  
Robinson High School  
501-868-2400  
[gmorrison1000@pcssd.org](mailto:gmorrison1000@pcssd.org)

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[<="" img="">](#)

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**From:** Dr. Brandon Hill  
**Sent:** Wednesday, May 30, 2018 2:45 PM  
**To:** Gayle White  
**Subject:** Medication Abortion Banned in Arkansas



Planned Parenthood Great Plains

Dear Gayle,

Who should decide whether women can access a safe, legal abortion?

For some reason, Arkansas wants politicians to choose what kind of care women can receive.

In 2015, Arkansas passed a medically unnecessary law designed to restrict access to medication abortion. We fought back, and the law was blocked from taking effect. Planned Parenthood health centers in Fayetteville and Little Rock continued to offer medication abortion—until yesterday.

We were deeply disappointed that the Supreme Court declined to take our case yesterday, allowing this dangerous law to take effect and denying Arkansas women the opportunity to be heard. The Court's inaction had an immediate, unacceptable impact: Arkansas became the first state to effectively ban medication abortion.

Women in Arkansas no longer have a choice about how or where to access an extremely safe abortion procedure. With this extreme law in effect, Arkansas has only one remaining abortion provider, which offers surgical abortion services in Little Rock. Women in Fayetteville have to leave the state or travel 380 miles round trip to access surgical abortion.

This law places an undue burden on women, and we won't stand for it. We've filed for emergency relief in federal district court, and we will not waver in our fight against the Arkansas law. Will you stand with us today in Little Rock, as we raise our voices in opposition of this dangerous law?

Rally at Planned Parenthood

5921 W. 12th St., Little Rock, AR

TODAY at 5:30 p.m.

[Sign up now!](#)



We won't rest until we're able to restore access to medication abortion in Arkansas. Medication abortions are widely regarded as one of the safest medical procedures, with only a fraction of one percent of patients experiencing any complications. Will you help us keep up the fight? Please [make a gift today to help Planned Parenthood](#) restore abortion access in Arkansas.

Thank you for your support,

Dr. Brandon Hill

President and CEO

Planned Parenthood Great Plains

Planned Parenthood Great Plains  
4401 W 109th St.,  
Ste 200  
Overland Park, KS 66211  
United States

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visit [plannedparenthood.org](http://plannedparenthood.org)

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4401 W 109th St.,  
Ste 200  
Overland Park, KS 66211  
United States

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**From:** Sarah Felts, Planned Parenthood Advocates in Missouri  
**Sent:** Thursday, July 26, 2018 1:45 PM  
**To:** Gayle White  
**Subject:** Write Gov. Parson a prescription to stop the defund!



Planned Parenthood Advocates in Missouri

**Tell Gov. Parson to #StopTheDefund of Planned Parenthood**

Dear Gayle:



# Rx

NAME: \_\_\_\_\_

\_\_\_\_\_

ADDRESS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

Prescription:

Dear Gov. Parson,

Stop blocking patients from getting  
their birth control, cancer screenings,  
and STI testing and treatment at  
Planned Parenthood!

---

# #StopTheDefund



Governor Mike Parson signed a budget that seeks to “defund” Planned Parenthood by blocking thousands of patients who rely on Medicaid and the State Family Planning Program from accessing vital preventive care like birth control, cancer screenings, and STI testing at the provider of their choice.

It's outrageous. It's harmful. And we need to tell Gov. Parson to stop it.

Thousands of Missourians come to Planned Parenthood for their birth control prescriptions. Gov. Parson wants to block many of these patients by ‘defunding’ Planned Parenthood — where are these patients supposed to go?

Give Gov. Parson your prescription for helping Medicaid patients get the family planning care they need to live healthy lives.

At a time when Missouri is facing a rising maternal mortality rate, racial disparities in infant and maternal health, a lack of access to affordable health care, inadequate sex education, and an overburdened health care safety net, this is will only make things worse. Blocking patients with low incomes from accessing birth control, cancer screenings, and STI testing will do nothing to make Missourians healthier.

Take action: write Gov. Parson a prescription to #StopTheDefund and ensure Missouri patients have access to the care they need!

Thank you for speaking out,

Sarah  
Statewide Communications Coordinator  
Planned Parenthood Advocates in Missouri

Visit our website.

Planned Parenthood Advocates in Missouri  
4251 Forest Park Avenue  
St. Louis, MO 63108  
United States

[Privacy Policy](#) [Unsubscribe](#)



**From:** Sarah Felts, Planned Parenthood Advocates in Missouri

**Sent:** Sunday, July 29, 2018 8:03 AM

**To:** Gayle White

**Subject:** Prop A is bad for women — vote NO on Aug. 7th



Planned Parenthood Affiliates in Missouri

## Vote NO on Proposition A — Wrong for Missouri Women

Dear Gayle,

Planned Parenthood Advocates in Missouri urges supporters to vote no on Proposition A on August 7th. Prop A is a ballot measure seeking to make Missouri a “Right to Work” state. “Right to Work,” despite its deceptive title, weakens workers’ bargaining power for livable wages and benefits. In the state of Missouri, women currently earn 78 cents for every dollar earned by men. Unions help narrow the gender pay gap. We know that in states with laws like Prop A, the income gap for women widens - especially for black women, who will be disproportionately impacted.

Planned Parenthood patients are counting on us to protect their access to care. Lower income and fewer benefits means fewer people will be able to access essential reproductive health care , and Missourians can’t afford another destructive policy. This is why we’re asking you to vote no on Prop A on Tuesday, August 7th. Will you help to spread the word to neighbors, friends, and family?

Here’s how you can take action:

1. Pledge to vote NO on Prop A on August 7th
2. Join a local phone bank or canvass
3. Post on Facebook and Twitter to encourage your friends to vote no on Prop A

All workers in Missouri stand to lose if Prop A passes. Stand with Planned Parenthood and vote no on Prop A on Tuesday, August 7th.

Thank you for your continued support. We could not do this work without you!

Sarah

Planned Parenthood Advocates in Missouri

visit [plannedparenthood.org](http://plannedparenthood.org)



Planned Parenthood Advocates in Missouri  
4251 Forest Park Ave  
St. Louis, MO 63108  
United States

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**From:** Sarah Felts, Planned Parenthood Advocates in Missouri

**Sent:** Tuesday, July 31, 2018 5:36 PM

**To:** Gayle White

**Subject:** We need your help today, Gayle



Planned Parenthood Advocates in Missouri

Hi Gayle,

We need your help. Gov. Parson signed a bill aiming to "defund" Planned Parenthood — which mean thousands of patients with low incomes may be blocked from getting vital preventive care at Planned Parenthood.

With Missouri's health care safety net already overburdened, many patients may not be able to access their birth control, cancer screenings, or STI testing at all.

Can you take a moment to ask Gov. Parson to #StopTheDefund right now?

With gratitude,  
Sarah

---

Tell Gov. Parson to #StopTheDefund of Planned Parenthood



Dear Gayle:



# Rx

NAME: \_\_\_\_\_

\_\_\_\_\_

ADDRESS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**From:** Baker, Zack  
**Sent:** Monday, August 13, 2018 9:24 AM  
**To:** Morrison, Gregg  
**Subject:** RE: Education Partnership

Hey Greg,

Just following up with you on this! Would love chat and work something out! Let me know when a good time would be!

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



---

Planned Parenthood Great Plains

**From:** Morrison, Gregg [<mailto:gmorrison1000@pcssd.org>]  
**Sent:** Monday, May 21, 2018 8:58 AM  
**To:** Baker, Zack  
**Subject:** Re: Education Partnership

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Thank you!

Mike Morrson  
Joe T. Robinson HS

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[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.

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Head Cross Country & Girls Track Coach  
Robinson High School  
501-868-2400  
[gmorrison1000@pcssd.org](mailto:gmorrison1000@pcssd.org)

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**From:** Gregg Morrison

**Sent:** Monday, August 13, 2018 9:29 AM

**To:** Baker, Zack

**Subject:** Re: Education Partnership

**Attachments:** image006.png; image007.png; image008.png; image009.png; image010.png; image011.png; image012.png; image013.png; image014.png; image015.png; image007.png

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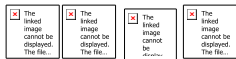
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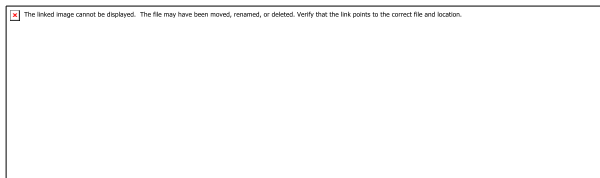
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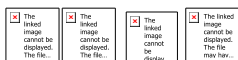
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Mike Morrison

Physical Education & Health Teacher

Head Cross Country & Girls Track Coach

Robinson High School

501-868-2400

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Planned Parenthood Great Plains









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Planned Parenthood Great Plains



**From:** Baker, Zack  
**Sent:** Monday, August 13, 2018 9:30 AM  
**To:** Gregg Morrison  
**Subject:** RE: Education Partnership

Alright! Thank you!

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
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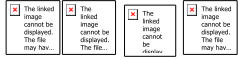
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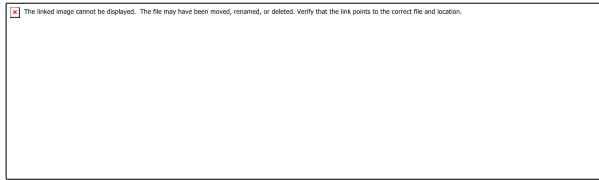
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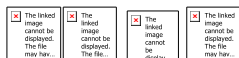
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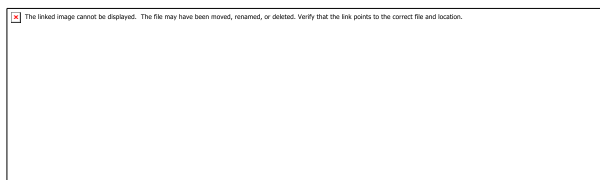
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**From:** Baker, Zack

**Sent:** Monday, August 13, 2018 11:24 AM

**To:** idulaney6506@pcssd.org

**Subject:** Education Partnership

**Attachments:** Program Outline Sample.docx; PPGP Education lessons.xlsx; PPGP Edu Brochure Arkansas.docx

Mr Dulaney,

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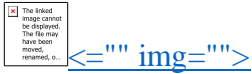


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Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_ Time(s): \_\_\_\_\_  
Name of Organization: \_\_\_\_\_ Name of Class: \_\_\_\_\_  
Address: \_\_\_\_\_ Room Number: \_\_\_\_\_  
Contact Name: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
Number of Participants: \_\_\_\_\_

---

#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

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### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State the some STIs are life-threatening and other have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

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### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorm birth control methods</b>	2 min
<b>Introduce 7 methods</b>	8 min
<b>Student small groups</b>	15 min
<b>Large group discussion</b>	10 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>42 min</b>

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
<b>Introduction</b>	2 min
<b>Worksheets</b>	10 min
<b>Discussion</b>	5 min
<b>Role Play</b>	10 min
<b>Discussion</b>	5 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>37 min</b>

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

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## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



## Our Programs & Presentations

Planned Parenthood Great Plains provides high-quality sex education based on proven curricula. Educators tailor the content to be age appropriate and to issues relevant to your students/communities. Our presentations include:

- Anatomy
- Birth Control
- Busting Myths
- Communications and Decision Making Skills
- Condom Negotiation
- Consent
- Gender Identity
- Healthy Relationships
- HIV/AIDS
- Parent/Child Workshops
- Professional Training for staff
- Puberty
- Self-esteem
- Sex in the Digital Age
- Sex Trafficking
- Sexual Orientation
- Sexually Transmitted Infections (STIs)

## References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>

# PPGP Education Guide





# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of sex
- Reduced incidence of STIs
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are based on the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals, from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing you provided high quality, evidence-based, proven curriculum.

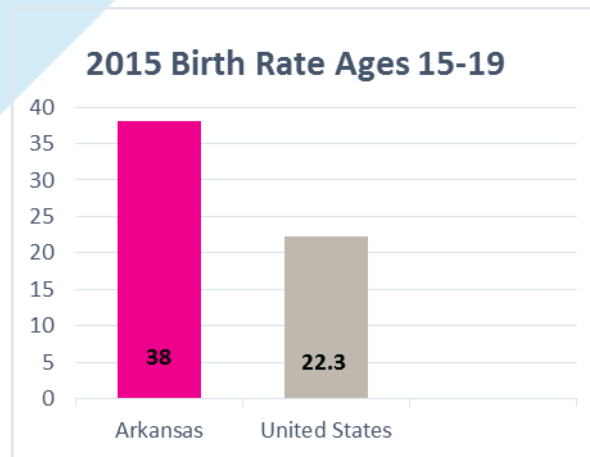
# Arkansas Facts

Arkansas has the highest teen birth rate in the nation and high rates of STIs. In 2016<sup>2</sup>, there were:

- 16,737 cases of chlamydia
- 5,732 cases of gonorrhea
- 278 new cases of HIV
- 3,325 individuals living with HIV<sup>3</sup>

In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. The national average per woman was \$201.

Publicly funded family planning centers in Arkansas, such as Planned Parenthood, helped avert 14,300 unintended pregnancies in 2014.



Our sexual education programming are designed with behavioral outcomes to help reduce these numbers.

# Sex Ed Impacts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. A study of 48 programs<sup>1</sup> nationwide found:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives
- 30% reduced the frequency of sex and that included a return to abstinence
- 60% reduced unprotected sex

None of the programs were found to have encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices and more.

Studies have also shown that abstinence-only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves.



**From:** TIDWELL, CHASSIE

**Sent:** Monday, August 27, 2018 1:12 PM

**To:** Zack.Baker@ppgreatplains.org

**Subject:** Re: Follow up on Potential Education Partnership

**Attachments:** image001.png; image002.png; image003.png; image004.png; image005.png; image005.png

What day of the week would you like to come by?

On Mon, Aug 27, 2018 at 12:01 PM Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)> wrote:

Good Afternoon!

I wanted to follow up on a previous email that I sent regarding Sexual Health and Healthy Relationship programming I sent out to you a while back! I would love to schedule a time to meet and discuss Planned Parenthood Great Plains' education programming, anyway that we would partner, or just let know about all the services we offer. Below is the original email:

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

We have worked with several local Boys and Girls Clubs as well as local schools including Cloverdale Middle School, McClellan High School, and Sylvan Hills High School!

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more



We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker

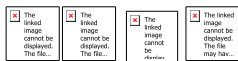
Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

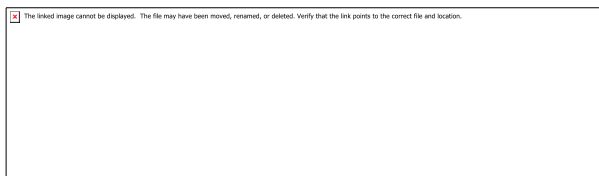
P: 501-666-3243

C: 501-317-0273

E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)





PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



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**Please consider the environment before printing this email.**

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**Chassie Tidwell  
Maumelle High School  
Counselor (A-Han)  
(501)-851-5350  
~Energetic Educator**





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Planned Parenthood Great Plains





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Planned Parenthood Great Plains



**From:** Baker, Zack  
**Sent:** Monday, August 27, 2018 1:16 PM  
**To:** TIDWELL, CHASSIE  
**Subject:** RE: Follow up on Potential Education Partnership

I am free tomorrow, Thursday, and Friday. Just let me know what works best for you!

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



Planned Parenthood Great Plains

**From:** TIDWELL, CHASSIE [<mailto:ctidwell@pcssd.org>]  
**Sent:** Monday, August 27, 2018 1:12 PM  
**To:** Baker, Zack  
**Subject:** Re: Follow up on Potential Education Partnership

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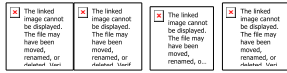


## Planned Parenthood Great Plains (PPGP)

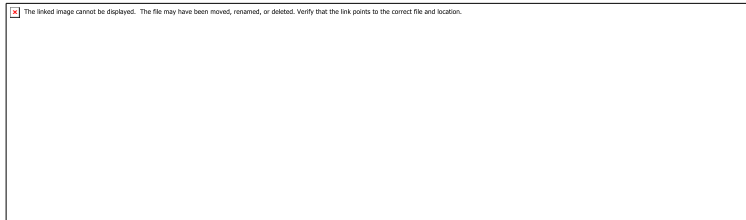
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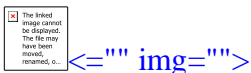


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**Chassie Tidwell  
Maumelle High School  
Counselor (A-Han)  
(501)-851-5350  
~Entergetic Educator**

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[<="" img="">](#)



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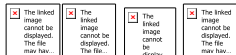
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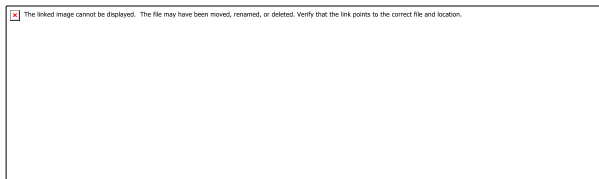
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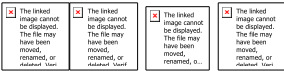
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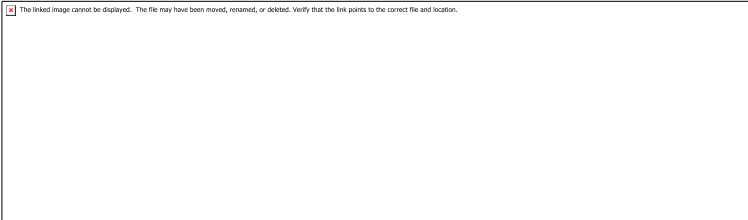
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Planned Parenthood Great Plains



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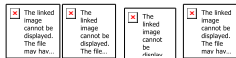
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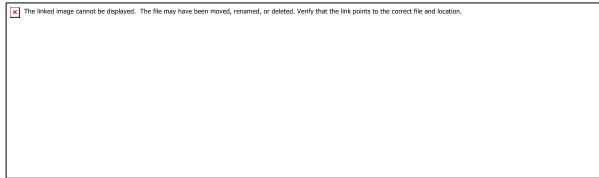
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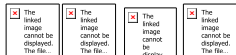
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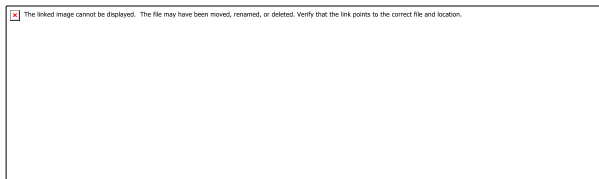
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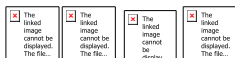
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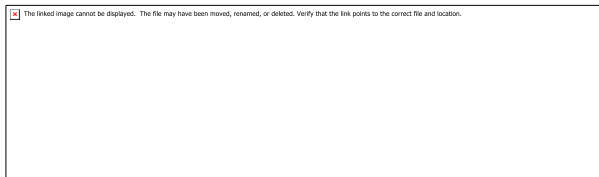
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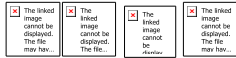
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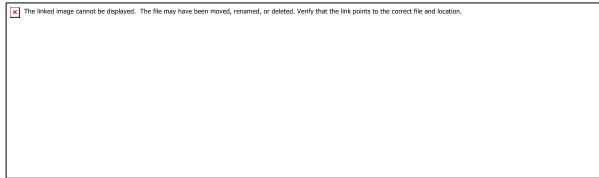
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Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

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C: 501-317-0273

E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)

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**Maumelle High School**

**Counselor (A-Han)**

**(501)-851-5350**

**~Energetic Educator**

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<="" img="">

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**To:** Zack.Baker@ppgreatplains.org

**Subject:** Re: Follow up on Potential Education Partnership

**Attachments:** image001.png; image002.png; image003.png; image004.png; image005.png; image001.png

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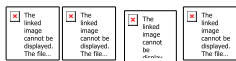
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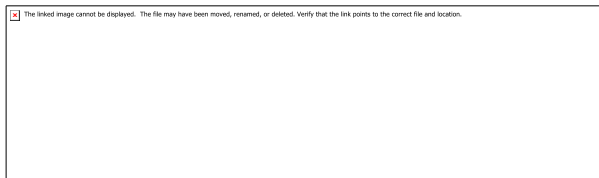
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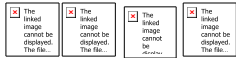
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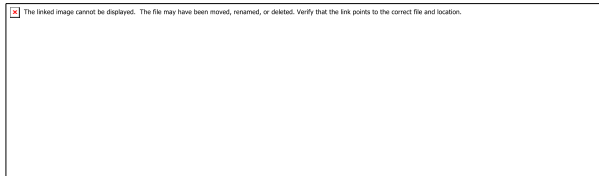
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Planned Parenthood Great Plains



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**Sent:** Monday, August 27, 2018 2:06 PM

**To:** Zack.Baker@ppgreatplains.org

**Subject:** Re: Follow up on Potential Education Partnership

**Attachments:** image001.png; image002.png; image003.png; image004.png; image005.png; image005.png

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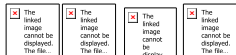
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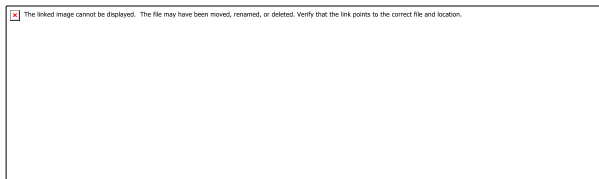
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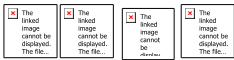
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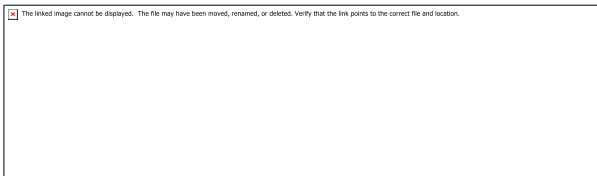
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Planned Parenthood Great Plains





---

Planned Parenthood Great Plains



**From:** Treadway, Harold  
**Sent:** Tuesday, August 28, 2018 5:46 AM  
**To:** WEST, YVONE  
**Subject:** Fwd: Follow up on Potential Education Partnership  
**Attachments:** Program Outline Sample.docx; PPGP Education lessons.xlsx; PPGP Edu Brochure Arkansas.docx

Mr. West, I have not gotten back to this individual about his offer. I wanted to run it by you to see what you thought about it. We used to have a county employee that would do family life or sex education. It is not covered as it should be. This would be a professional that is trained in this particular area. If you think it would be a benefit to our students i will get back to him and set it up. Thanks for your input.

----- Forwarded message -----

From: **Baker, Zack** <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)>  
Date: Mon, Aug 27, 2018 at 12:01 PM  
Subject: Follow up on Potential Education Partnership  
To:

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Coach Harold Treadway  
Senior Girl's Volleyball Head Coach  
9th Grade Health  
Freshman Campus





Planned Parenthood Great Plains

### Program Outline

Date(s) of program: \_\_\_\_\_ Time(s): \_\_\_\_\_  
Name of Organization: \_\_\_\_\_ Name of Class: \_\_\_\_\_  
Address: \_\_\_\_\_ Room Number: \_\_\_\_\_  
Contact Name: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
Number of Participants: \_\_\_\_\_

---

#### Unit 1: Intro to Sexual Health: Days 1-2

1. Day 1: Getting to know you and Steps to Making dreams Come True
2. Day 2: Overview of Sexual Health: Where students get their messages

#### Unit 2: Gender and Sexual Orientation: Day 3

#### Unit 3: The Reproductive System: Day 4

#### Unit 4: STIs: Day 5

#### Unit 5: Birth Control: Day 6

#### Unit 6: Communication: Days 7-8

1. Day 7: Healthy Relationships
2. Day 8: Saying No

#### Unit 7: Myths about Sexuality: Day 9

#### Wrap Up: Sex Jeopardy Day 10

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#### Day 1- Getting to know you and Steps to Making Your Dreams Come True (Making Proud Choices)

Setup: Goals and Dreams Timeline poster and worksheets, Markers, pencils, masking tape, Pre-labeled: Group Agreements, Why some teens have sex, consequences of sex, Proud and Responsible Prevention Strategies, Goals. Hang Handouts on wall.

Prepare list of referral resources for youth

Goals:

1. Identify several agreements for group participation that will facilitate discussion and learning
2. Identify what it means to be proud and responsible
3. Describe the benefits of proud and responsible behavior



4. Identify at least two reasons why teens have sex, the consequences, and strategies for reducing those consequences
5. Describe at least one goal they have for the future
6. Identify barriers to achieving their personal goals and strategies for overcoming them

Topic	Timeframe
Welcome	5 min
Talking Circle	5 min
Creating Group Agreements	5 min
Brainstorming about teens and sex	10 min
Goals and Dreams Timeline	10 min
Brainstorming obstacles to your goals and dreams	10 min
<b>Total Time:</b>	<b>45 min</b>

## Day 2- Overview of Sexual Health (SEX, ETC.: Like Mother, Like Son?)

Set up: **Write the word “sexuality” on the board. Bring handouts of “Like Mother, Like Son” article. Bring copies of worksheet.**

Goals:

1. Students to list one message they have received about sex from four different sources
2. Students to discuss what impact those messages have on their sexual decision making skills

National Health Education Standards covered:

1. *Standard 2:* Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2. *Standard 4:* Students will demonstrate the ability to interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic	Timeframe
Introduction	3 min
Pretest	2 min
Define Sexuality and talk about where students get their info about sex (I.E. parents, internet, friends, etc.)	5 Min
Students to write down one message they have gotten about sex from the following: parents, peers, religion/culture, media	5 Min
Student small group discussion	5 min
Large Group discussion	10 Min
Read “Like Mother, Like Son? Talking to Mom about Sex”	10 min
Wrap up	5 min
<b>TOTAL TIME</b>	<b>45 MIN</b>



### Day3: Gender Identity and Sexual Orientation (3 R's)

Set up: PowerPoint. Regular sized envelopes. Blank paper. Myth/Fact Quiz.

Goals:

1. Students will be able to define the terms sexual orientation, gender identity, and gender expression
2. Describe how each term is different
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender
4. List at least two respectful ways of communicating with or about LGBTQ individuals

National Standards:

By the end of the 8<sup>th</sup> Grade, Students will be able to:

1. Standard 1 ID.8.CC.1: Differentiate between gender identity, gender expression, and sexual orientation
2. Standard 4 ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions, and orientations.

Topic	Timeframe
Intro	2 min
Students to write what they have heard about sexual orientation and gender identity	5 min
Power Point	12 min
Myth vs. Fact worksheet	5 min
Myth vs. fact discussion	10 min
Questions	5 min
Total Time	40 min

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### Day 4: The Reproductive System

Set up: Power point. Possibly use volunteer curriculum: Reproductive Challenge

Goals:

1. Students will be able to correctly identify male and female reproductive anatomy
2. Students will be able to identify sources of information regarding reproductive anatomy

National Standards:

By the end of the 8<sup>th</sup> grade students should be able to:

1. Standard 1 AP.8.CC.1: Describe male and female reproductive systems including body parts and functions
2. Standard 3 AP.8.AI.1: Identify accurate and credible sources of information about sexual health



Topic	Timeframe
<b>Reproductive Challenge Game</b>	
<b>Brainstorm/small lecture</b>	15 min
<b>Reproductive Challenge Game</b>	25 Min
<b>Questions</b>	5 min
<b>Total Time</b>	45 min

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### Day 5: STIs (FLASH)

Set up: STI Reference sheet.

Goals:

1. Name at least 3 STIs
2. List two of the four common, early symptoms of STIs and explain that STIs may be asymptomatic
3. List two of the three critical health behaviors that should follow a suspicion of infection
4. State that some STIs are life-threatening and others have serious consequences
5. List at least two effective ways of reducing one's STI risk
6. Name the two STIs that can be prevented by getting vaccinated

National Standards:

1. SH.8.CC.1: Define STI including HIV and how they are and are not transmitted
2. SH.8.CC.2: Compare and contrast behaviors including abstinence, to determine the potential risk of STI/HIV transmission from each
3. SH.8.CC.3 Describe the signs, symptoms, and potential impacts of STIs including HIV
4. SH.8.AI.1: Identify medically accurate information about STIs including HIV

Topic	Timeframe
<b>Intro</b>	2 min
<b>Brainstorming STIs students have heard of</b>	2 min
<b>STIs Activity 1</b>	15 min
<b>STI Reference Sheet</b>	20 min
<b>Questions</b>	5 min
<b>Total Time</b>	<b>41 min</b>

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### Day 6: Birth Control (FLASH)

Set Up: Birth control reference sheets

Goals:

1. List at least four birth control methods, including abstinence, with no prompt
2. Name seven methods, given a description of each
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth



4. List at least two good reasons to communicate with parents and loved ones about birth control

National Standards:

1. PR.8.CC.1: Define Sexual Abstinence as it relates to pregnancy prevention
2. PR.8.CC.3: Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence and condoms.
3. PR.8.AI.1: Identify medically accurate resources about pregnancy prevention and reproductive health care.

Topic	Timeframe
Intro	2 min
Brainstorm birth control methods	2 min
Introduce 7 methods	8 min
Student small groups	15 min
Large group discussion	10 min
Questions	5 min
Total Time	42 min

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### Day 7: Healthy Relationships (Unequal Partners)

Goals;

1. Identify common behaviors that signal a relationship is not honest, equal, responsible, and/or respectful
2. Consider what they would do if they were confronted with a partner's behaviors that warn of problems in the relationship.
3. Practice skills for helping a friend end an unhealthy relationship

National Standards:

By the end of the 8<sup>th</sup> grade, students should be able to:

1. SH.8.CC.3: Compare and Contrast the characteristics of healthy and unhealthy relationships

Topic	Timeframe
Introduction	2 min
Worksheets	10 min
Discussion	5 min
Role Play	10 min
Discussion	5 min
Questions	5 min
Total Time	37 min

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## Day 8: Saying NO (FLASH)

Goals:

1. Students will be able to formulate an assertive refusal

National Standards:

By the end of the 8<sup>th</sup> grade, students will be able to:

1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

Topic	Timeframe
Read the Story of Logan	5 min
Saying NO Reference sheet	10 min
The Refusal Game	25 min
Questions	5 min
Total Time	45 Min

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## Day 9: Myths about sexuality

Goals:

1. Students will be able to identify credible online sources of information
2. Students will understand risky online behaviors
3. Students will be able to tell two myths about sexual orientation/gender identity
4. Students will be able to identify at least two myths about sex

Topic	Timeframe
Myth vs. fact	15 min
Family Feud	15 min
Discussion/questions	10 min
Total Time	40 min.

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## Day 10: Sex Jeopardy Game

Goals:

1. Students will review the material they have covered the past 9 days

Topic	Timeframe
Sex Jeopardy	30 min
Post Test	5 min
Wrap Questions	10 min
Total Time	45 min



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Abusive Relationships: It's NOT Okay!</b>	Abusive relationships can happen to anyone, anywhere. Abuse does not discriminate with regards to sex, age, income, education, race, religion, cultural background, or neighborhood, and it comes in many forms. Some abuse is physical, but violence in a relationship can be verbal, emotional, and/or mental, too. Many abusive relationships start out normally—and many appear to be perfectly normal and healthy to outsiders—but there are warning signs to tip us off to the possibility of abuse if we know what to look for. Luckily, for those caught up in an abusive relationship, there are community resources available to help.	Participants will identify and list the warning signs of an abusive relationship; brainstorm strategies for handling various forms of abuse; discuss what to do if someone they know is in an abusive relationship; and receive a list of community resources where victims can get the help they need to stop the abuse.
<b>B Careful When U Txt: The Dangers of Sexting</b>	Sexting is the process of creating and/or distributing sexually explicit pictures, videos, or text via cell phone or computer. Sexting can have negative social, personal, and legal consequences for those sending, receiving, or viewing messages. Individuals need to understand what sexting is and what the potential consequences are for getting involved with these types of messages.	Participants will define the term “sexting”; reflect critically on their own and others’ technology-based sexual behaviors and how those behaviors may be putting them at risk legally, academically, and socially both now and in the future; and discuss how to practice safe text and online activity.
<b>Beyond Puberty</b>	Most children learn about puberty in the 4 <sup>th</sup> or 5 <sup>th</sup> grade, but that doesn’t mean they go through adolescence with all their facts straight or all their questions answered. Sometimes a refresher on the basics of human anatomy and the changes experienced during puberty—coupled with the opportunity to ask any question they might have—makes the journey through the teen years a whole lot easier.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about the menstrual cycle; learn the basics of reproductive anatomy; learn the basics of reproduction; and discuss the importance of personal hygiene.
<b>Birth Control Know How</b>	Managing fertility is fundamental to a person’s ability to control his or her future, yet over 50% of all pregnancies in the United States are unplanned. Understanding the social aspects of using contraception coupled with reliable information about the various forms of birth control gives an individual the best opportunity to control his or her reproductive life.	Participants will learn the statistics about teen pregnancy in the United States; identify behaviors that put a person at risk for unplanned pregnancy; see and touch the different methods of birth control; learn how the various methods of birth control work; dispel common myths about birth control methods; identify places to access birth control; practice discussing birth control.
<b>Busting Sex Myths</b>	Information about sex is everywhere. We get information about sex from movies and TV, from magazines, off the internet, and from family and friends. But is all that information reliable? Unfortunately, when it comes to sex, telling fact from fiction is often difficult. Providing medically accurate, age-appropriate information is crucial to busting sex myths and helping people able to make informed decisions about their sexual health.	Participants will identify the sources of their information about sex; think critically about the reliability of their sources; identify accurate and reliable sources of sex information; and discuss and dispel common sex myths.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Celebrating ME!</b>	Although most of us are not as confident as we would like to be, this is especially true for those young people who are still forming their identities and finding their place in the world. They are not entirely sure of who they are or what they should be doing, and the temptation to compare oneself to others is hard to resist. Some have not yet realized their talents or capacities and find themselves paralyzed by insecurity. As they grow into their sexuality, an increased awareness of their bodies leads to much concern and upset. Through this program, we hope to teach these young people how to respect themselves and act with the confidence that will help them become successful adults.	Participants will examine the forces that contribute to the unrealistic physical standard people are encouraged to achieve; recognize that negative body image issues are experienced by the majority of men and women in American society; describe how gender roles influence how people feel about themselves; understand the possible manifestations of poor self-confidence; define strategies for countering negative self-talk; identify and experience strategies to acquire self-confidence; and learn how to practice self-nurturing.
<b>Choosing Healthy Relationships</b>	Interpersonal relationships are profoundly important to the development of community, family, and our connectedness to one another. As adolescents begin to form attachments, they need help forming meaningful relationships and avoiding hurtful or unhealthy alliances. Healthy adolescent relationships foster healthy adult relationships for sex, love, and commitment.	Participants will identify the different relationships in their lives; consider the qualities they value in close relationships and in themselves; reflect on the basic qualities of a healthy relationship: respect, trust, honesty, fairness, equality, and good communication; and use these qualities as a measuring device to determine if certain behaviors are part of healthy or unhealthy relationships.
<b>Consent: A Freely Given, Informed, and Legal YES!</b>	Human beings are often conflicted about sexual intimacy. Sometimes the conflict is internal; other times, the conflict is with a partner. In order for a relationship to be healthy and satisfying, internal and external conflicts must be resolved so that both partners are able to freely consent to any acts of sexual intimacy.	Participants will define consent; consider the circumstances under which a person is able or unable to give consent; review the sexual consent laws in Kansas and Missouri; reflect on their personal boundaries and how those boundaries can be communicated to others; reflect on the importance of respecting the boundaries of others; and apply their understanding of legal, informed consent to real-life scenarios.
<b>Gender Roles, Identity and Expression</b>	Gender does not simply refer to one's sex. Gender includes gender identity, or one's innate, personal identification. It also includes gender expression, or the behaviors and external characteristics that are socially defined as masculine or feminine. Gender identity and gender expression, the inward and outward facing components of gender, are unique to every individual, despite the myth that there is a right and a wrong way to express gender and hold a gendered identity. Dispelling this myth helps students to accept and respect difference. In this lesson we provide students with a framework for understanding gender that is open and inclusive. At the end of the lesson students will have learned to recognize moments when people try to shape or control behavior using gender norms. Recognizing these moments empowers students to make personal decisions based on their own internal sense of identity, and empowers students to accept similar decisions in others.	Participants will define and understand key terms, such as gender identity and gender expression; explore the continuum of gender identity, gender expression, biological sex and sexual orientation; explore and dispel common myths about gender norms; understand the importance of acceptance and respect for all people regardless of their gender identity; and explore their feelings and thoughts about gender identity and gender expression.



## ***Planned Parenthood Great Plains - Education Lessons***

Lesson Title	Lesson Overview	Lesson Objectives
<b>Healthy Communication: Talking' the Talk</b>	Open, effective, and informed communication is an essential component of healthy relationships. Whether one is interacting with a parent, friend, or sexual partner, the same basic rules apply. In this presentation we will provide participants with a guideline for engaging in balanced discussion. We will review different styles of communication and help participants learn how to stand up for oneself while keeping others' feelings in mind. With a special focus on sexual health and relationships, participants will leave this lesson with the knowledge and expertise needed to apply these skills to situations in their daily lives.	Participants will define and identify passive, assertive, aggressive, and manipulative styles of communication; acknowledge the importance of effective communication in relationships; learn how to ask for what one wants assertively and conscientiously; learn how to say "no" and accept "no" with grace; and practice adapting general skills such as decision-making, negotiating, and problem solving to real-world scenarios.
<b>How to Talk with Your Kids About Sex</b>	Parents are the foundation for effective sex education. According to surveys, a majority of teens agree that it would be easier to delay sexual activity and avoid pregnancy if they could have open, honest conversations about sexuality with their parents. Yet often parents are uncomfortable talking with their children about sex. Parents worry that they are going to say the wrong thing or give their child information too soon. Often times this discomfort leads to conversations that are awkward, happen too late, or don't happen at all. This workshop is designed to give parents a model for creating beneficial, open and honest conversations about sexuality no matter the age of their children.	Participants will discuss guidelines for age-appropriate sex education, from birth through the teen years; learn methods to communicate effectively about sexuality, including puberty, sex, dating and values; learn strategies for responding to difficult questions and uncomfortable situations; discuss ways to make the most of the "teachable moments" encountered in everyday life; learn about available resources that can support the success of some of the more difficult sexually health topics; and explore feelings about sex and sexual health.
<b>LGBT 101</b>	LGBT issues are becoming more and more visible in modern society, yet it is understandable that some confusion still exists for those outside of the community. Statistically, one in ten people identify as gay or lesbian, but misconceptions and discriminatory beliefs still exist. Education about key issues and language in the LGBT community can lead to a greater understanding, and through understanding comes respect.	Participants will discuss and define terms used to describe sexual identity and orientation; explore issues faced by gay, lesbian, bisexual, and questioning individuals; explore and dispel common myths about individuals who identify as LGBT; understand the importance of acceptance and respect for all people regardless of their sexual orientation and; explore feelings and thoughts about sexual orientation.
<b>Mother and Daughter Workshop</b>	During adolescence girls change a lot, both mentally and physically, so it's important that they talk with their mothers/guardians and know what changes to anticipate. When a girl is prepared for puberty and what will happen during the process, it can be an exciting and celebrated event. If she lacks this knowledge, entering her adolescence can be frightening. This workshop is designed to open lines of communication between mothers and daughters around topics of sexuality including; puberty, self-esteem, and body image.	Participants will discuss topics of sexuality and sexual health; analyze the impact of media images on their perceptions of beauty and on self-esteem; identify positive aspects about themselves; learn about puberty and the mental and physical changes girls and boys undergo; prepare for physical changes by learning about hygiene and the menstrual products; create a "Puberty Plan;" and practice discussing healthy decision making in their social world.



## ***Planned Parenthood Great Plains - Education Lessons***

<b>Lesson Title</b>	<b>Lesson Overview</b>	<b>Lesson Objectives</b>
<b>Play Safe. Wrap It Up!</b>	Although condoms are highly effective at protecting people against pregnancy and sexually transmitted infections (STIs), many people don't use them. Their reasons for not using condoms vary, but most all reasons are based on misinformation or lack of information. Having the facts about condom use and the know-how to use them properly goes a long way toward keeping people safe and sexually healthy.	Participants will discuss obstacles to condom use and explore ways to overcome these obstacles; describe correct condom use; and practice correct condom use.
<b>Puberty: It's All Normal</b>	Puberty is unavoidable—as is the anxiety that typically goes with it—but knowledge can make the transition to adulthood easier. Giving adolescents the information and vocabulary they need to deal with the multitude of changes they experience during puberty minimizes their worries and empowers them to make better choices about their sexual health.	Participants will identify the physical, emotional, and social changes experienced by both males and females during puberty; learn about menstruation and the use of feminine hygiene products; learn the basics of reproductive anatomy; and discuss the importance of personal hygiene.
<b>Reproductive Anatomy: The What and the Where</b>	The reproductive system is an essential part of the human body. People of all ages should know the reproductive parts of males and females and should know how these parts work in order to make informed and responsible decisions about their own sexual health. Understanding reproductive anatomy also helps people communicate more effectively with their partners and their health care providers.	Participants will reflect critically on why people rarely use the correct terms when discussing their body parts; learn to be comfortable using the correct verbiage; identify the parts of both male and female reproductive anatomy; learn the functions of the male and female reproductive organs; learn the physiology of reproduction; understand that human reproductive organs are as varied and unique as humans themselves; and test their knowledge of reproductive anatomy.
<b>Sexuality through the Life Span</b>	Sexuality can be a source of great pleasure and meaning in life. Sexual activity is only one aspect of sexuality. People experience sexuality through their physical feelings, emotions, thoughts, identity, and relationships. Cultural norms, individual experiences, and hormones all influence the way we understand and experience sexuality. In this lesson students explore what sexuality is and how sexuality relates to the well being and health of an individual.	Participants will distinguish between sex and sexuality; learn about the five basic aspects of human sexuality; discover the importance of sexual intelligence; explore how sexuality relates to the well being and health of an individual and; discuss how sexuality develops and changes throughout the lifespan, from birth to death.
<b>Sexually Transmitted Infections: Avoiding the Love Bug</b>	Sexually transmitted infections (STIs) are infections that are passed or transmitted from one person to another during any type of sexual contact. Left untreated, STIs can lead to serious and even deadly health complications. In the United States, STI rates continue to rise, especially among the teen population. One in four teenagers will have an STI by the time he or she is 19. The rising STI rates are due in a large part to misinformation and/or lack of information about STIs. This lesson corrects those misconceptions and provides the missing information.	Participants will learn how easily STIs spread; learn how STIs are contracted; learn how parasitic, bacterial, and viral STIs differ; learn the importance of being tested for STIs and where to get tested; learn the best methods for protecting themselves against getting an STI; learn which STIs can be cured and which can't; learn where to find reliable information when they have questions about STIs; and evaluate the risk of potential sex partners.



## Our Programs & Presentations

Planned Parenthood Great Plains provides high-quality sex education based on proven curricula. Educators tailor the content to be age appropriate and to issues relevant to your students/communities. Our presentations include:

- Anatomy
- Birth Control
- Busting Myths
- Communications and Decision Making Skills
- Condom Negotiation
- Consent
- Gender Identity
- Healthy Relationships
- HIV/AIDS
- Parent/Child Workshops
- Professional Training for staff
- Puberty
- Self-esteem
- Sex in the Digital Age
- Sex Trafficking
- Sexual Orientation
- Sexually Transmitted Infections (STIs)

## References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>

# PPGP Education Guide





# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of sex
- Reduced incidence of STIs
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are based on the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals, from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing you provided high quality, evidence-based, proven curriculum.

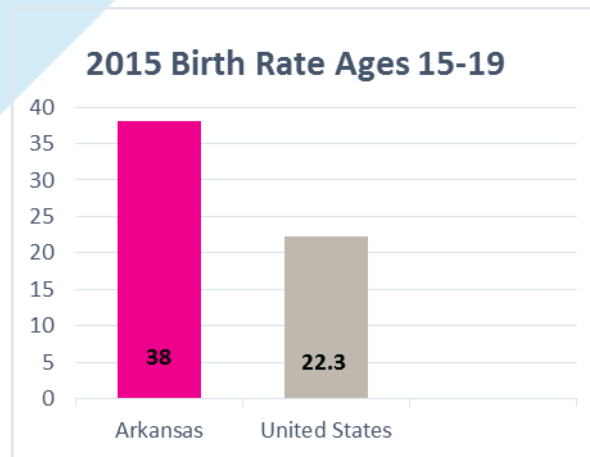
# Arkansas Facts

Arkansas has the highest teen birth rate in the nation and high rates of STIs. In 2016<sup>2</sup>, there were:

- 16,737 cases of chlamydia
- 5,732 cases of gonorrhea
- 278 new cases of HIV
- 3,325 individuals living with HIV<sup>3</sup>

In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. The national average per woman was \$201.

Publicly funded family planning centers in Arkansas, such as Planned Parenthood, helped avert 14,300 unintended pregnancies in 2014.



Our sexual education programming are designed with behavioral outcomes to help reduce these numbers.

# Sex Ed Impacts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. A study of 48 programs<sup>1</sup> nationwide found:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives
- 30% reduced the frequency of sex and that included a return to abstinence
- 60% reduced unprotected sex

None of the programs were found to have encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices and more.

Studies have also shown that abstinence-only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves.



**From:** DAVIDSON, AMY  
**Sent:** Thursday, August 30, 2018 11:17 AM  
**To:** BURROW, LAURA  
**Subject:** UAMS HPV Program

Has UAMS contacted you about an HPV program? They want to come to my school to talk to me about it. Just curious if they've called you as well?

Also, have you been contacted by Planned Parenthood? About free education programs for you school?

--

**Amy Davidson, RN**  
School Nurse  
Maumelle Middle School  
1000 Carnahan Drive  
Maumelle, AR 72113  
Phone: 501.851.8990  
Fax: 501.851.8988



**From:** BURROW, LAURA  
**Sent:** Thursday, August 30, 2018 11:24 AM  
**To:** DAVIDSON, AMY  
**Subject:** Re: UAMS HPV Program

yes. i gave them my email address to send info to and told them I did not want them to come to my school for a meeting.

Laura Burrow, BSN RN, NCSN

Sylvan Hills Middle School  
10001 Johnson Drive  
Sherwood AR 72120  
Phone: 501-833-1120  
Fax #: 501-833/1137

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On Thu, Aug 30, 2018 at 11:17 AM DAVIDSON, AMY <[adavidson@pcssd.org](mailto:adavidson@pcssd.org)> wrote:

Has UAMS contacted you about an HPV program? They want to come to my school to talk to me about it. Just curious if they've called you as well?

Also, have you been contacted by Planned Parenthood? About free education programs for you school?

--

**Amy Davidson, RN**  
School Nurse  
Maumelle Middle School  
1000 Carnahan Drive  
Maumelle, AR 72113  
Phone: 501.851.8990  
Fax: 501.851.8988



**From:** WEST, YVONE  
**Sent:** Friday, August 31, 2018 8:08 PM  
**To:** Treadway, Harold  
**Subject:** Re: Follow up on Potential Education Partnership

If this follows the health standards and frameworks, then I suggest we move forward with it. What are the cons of us doing this?

On Tue, Aug 28, 2018 at 5:46 AM Treadway, Harold <[htreadway1351@pcssd.org](mailto:htreadway1351@pcssd.org)> wrote:

Mr. West, I have not gotten back to this individual about his offer. I wanted to run it by you to see what you thought about it. We used to have a county employee that would do family life or sex education. It is not covered as it should be. This would be a professional that is trained in this particular area. If you think it would be a benefit to our students i will get back to him and set it up. Thanks for your input.

----- Forwarded message -----

**From:** Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)>  
**Date:** Mon, Aug 27, 2018 at 12:01 PM  
**Subject:** Follow up on Potential Education Partnership  
**To:**

Good Afternoon!

I wanted to follow up on a previous email that I sent regarding Sexual Health and Healthy Relationship programming I sent out to you a while back! I would love to schedule a time to meet and discuss Planned Parenthood Great Plains' education programming, anyway that we would partner, or just let know about all the services we offer. Below is the original email:

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

We have worked with several local Boys and Girls Clubs as well as local schools including Cloverdale Middle School, McClellan High School, and Sylvan Hills High School!

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships



- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

P: 501-666-3243

C: 501-317-0273

E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)





[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



Planned Parenthood Great Plains

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**Please consider the environment before printing this email.**

--

Coach Harold Treadway  
Senior Girl's Volleyball Head Coach  
9th Grade Health  
Freshman Campus

--

[Yvone L. West](#)

Principal

Sylvan Hills High School North

10020 Bamboo Lane

Sherwood, AR 72120

(501) 833-1170

[Graduation Starts Here...](#)







**From:** Treadway, Harold  
**Sent:** Tuesday, September 4, 2018 7:14 AM  
**To:** WEST, YVONE  
**Subject:** Re: Follow up on Potential Education Partnership

Mr. West, the curriculum goes with the standards: Human Growth and Development 1, Disease Prevention 2.1, and 2.5, Healthy Life Skills 4.6 and 7. I cannot think of any cons. When I talk with Mr. Baker, I will see if he has a letter I can send out to parents, if not I will come up with my own to inform parents what we are doing.

Coach Treadway

On Fri, Aug 31, 2018 at 8:07 PM WEST, YVONE <[ywest@pcssd.org](mailto:ywest@pcssd.org)> wrote:

If this follows the health standards and frameworks, then I suggest we move forward with it. What are the cons of us doing this?

On Tue, Aug 28, 2018 at 5:46 AM Treadway, Harold <[htreadway1351@pcssd.org](mailto:htreadway1351@pcssd.org)> wrote:

Mr. West, I have not gotten back to this individual about his offer. I wanted to run it by you to see what you thought about it. We used to have a county employee that would do family life or sex education. It is not covered as it should be. This would be a professional that is trained in this particular area. If you think it would be a benefit to our students I will get back to him and set it up. Thanks for your input.

----- Forwarded message -----

From: **Baker, Zack** <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)>  
Date: Mon, Aug 27, 2018 at 12:01 PM  
Subject: Follow up on Potential Education Partnership  
To:

Good Afternoon!

I wanted to follow up on a previous email that I sent regarding Sexual Health and Healthy Relationship programming I sent out to you a while back! I would love to schedule a time to meet and discuss Planned Parenthood Great Plains' education programming, anyway that we would partner, or just let know about all the services we offer. Below is the original email:

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

We have worked with several local Boys and Girls Clubs as well as local schools including Cloverdale Middle School, McClellan High School, and Sylvan Hills High School!



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- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I have attached more information about our education programing and sample lessons plans. We can customize or tailor anything to meet the audience's needs.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)



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--

Coach Harold Treadway  
Senior Girl's Volleyball Head Coach  
9th Grade Health  
Freshman Campus



**From:** Treadway, Harold

**Sent:** Tuesday, September 11, 2018 2:33 PM

**To:** Zack.Baker@ppgreatplains.org

**Subject:** Re: Previous Education Partnership

**Attachments:** image005.png; image006.png; image008.png; image009.png; image010.png; image011.png; image012.png; image013.png; image014.png; image015.png; image015.png

Mr. Baker, after looking at material and talking with the principal, I wanted to get back to you to look at some times and curriculum. I have looked at the overview and the only section I feel needs to be left out for us is the Reproductive System. With a mixed class I don't think it will work. The rest is good and you can fit it in the way you want to with the days you need. Right now the week of Sept 24 is taken and I have a red Ribbon speaker on Oct 26. The rest is pretty much open. Let me know when and what you need. My phone is 501-626-3252

Thanks

Coach Harold Treadway

On Thu, May 17, 2018 at 10:48 AM Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)> wrote:

Good Morning Harold!

I wanted to follow up with you on my previous email! I hope we can continue the relationship Sylvan Hills had with Crystal in doing education. I am attaching some more info on the program as a reminder. I hope to hear from you soon!

Zack Baker

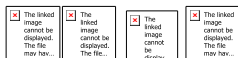
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 The linked image cannot be displayed. The file may have been moved, renamed, or deleted. Verify that the link points to the correct file and location.

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**From:** Baker, Zack  
**Sent:** Monday, April 23, 2018 1:38 PM  
**To:** [htreadway1351@pcssd.org](mailto:htreadway1351@pcssd.org)  
**Subject:** Previous Education Partnership

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Coach Harold Treadway

Senior Girl's Volleyball Head Coach

9th Grade Health

Freshman Campus





















---

Planned Parenthood Great Plains





















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Planned Parenthood Great Plains





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Planned Parenthood Great Plains



**From:** Baker, Zack

**Sent:** Tuesday, September 11, 2018 2:45 PM

**To:** Treadway, Harold

**Subject:** Re: Previous Education Partnership

**Attachments:** image005.png; image006.png; image008.png; image009.png; image010.png; image011.png; image012.png; image013.png; image014.png; image015.png

Perfect!

I'll get you some more info when I get back in the office either later today or tomorrow morning on dates!

Can you tell me how many classes there are and approx how many students that will include?

Thanks!

Sent from my iPhone

On Sep 11, 2018, at 2:34 PM, Treadway, Harold <[htreadway1351@pcssd.org](mailto:htreadway1351@pcssd.org)> wrote:

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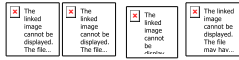
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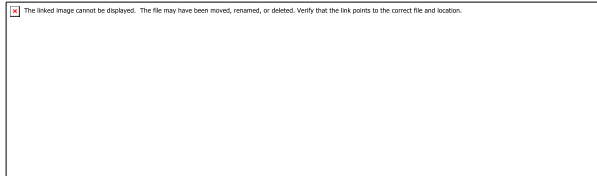
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---

**From:** Baker, Zack  
**Sent:** Monday, April 23, 2018 1:38 PM  
**To:** [htheadway1351@pcssd.org](mailto:htheadway1351@pcssd.org)  
**Subject:** Previous Education Partnership

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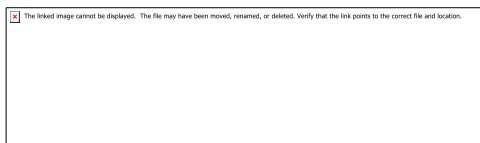
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Planned Parenthood Great Plains



**From:** Treadway, Harold  
**Sent:** Wednesday, September 12, 2018 7:14 AM  
**To:** Zack.Baker@ppgreatplains.org  
**Subject:** Re: Previous Education Partnership

I have 5 classes, Start 8:20, from 11:03-12:11 lunch and a 30 reading period, 4th starts at 12:11 and 5th ends at 1:53. Total approx. 120-130 students.

On Tue, Sep 11, 2018 at 2:45 PM Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)> wrote:  
Perfect!

I'll get you some more info when I get back in the office either later today or tomorrow morning on dates!

Can you tell me how many classes there are and approx how many students that will include?

Thanks!

Sent from my iPhone

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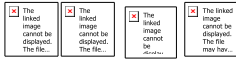
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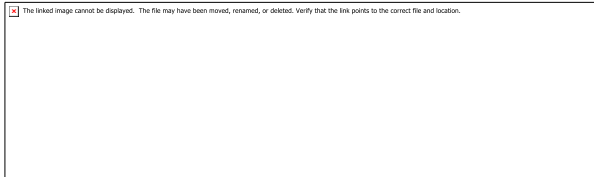


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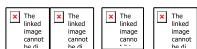
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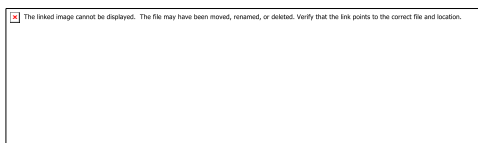
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9th Grade Health  
Freshman Campus



**From:** Baker, Zack  
**Sent:** Wednesday, September 12, 2018 10:31 AM  
**To:** TIDWELL, CHASSIE  
**Subject:** RE: Follow up on Potential Education Partnership

Hello!

I wanted to follow up with you on our previous meeting. I know you all said you were going to speak with the health coaches. Did anything ever come from that?

I look forward to hearing back from you!

Thanks,

Zack

---

**From:** TIDWELL, CHASSIE [ctidwell@pcssd.org]  
**Sent:** Monday, August 27, 2018 2:05 PM  
**To:** Baker, Zack  
**Subject:** Re: Follow up on Potential Education Partnership

Ok! See you then!

On Mon, Aug 27, 2018 at 1:51 PM Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)> wrote:

Yes I can!

Zack Baker

Education and Outreach Coordinator

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**From:** TIDWELL, CHASSIE [mailto:[ctidwell@pcssd.org](mailto:ctidwell@pcssd.org)]  
**Sent:** Monday, August 27, 2018 1:51 PM  
**To:** Baker, Zack  
**Subject:** Re: Follow up on Potential Education Partnership

Can you come this Thursday at 11am?

On Mon, Aug 27, 2018 at 1:31 PM Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)> wrote:

Thursday (with the exception of this Thursday) are booked for the entire semester. I do a 9-week healthy relationships program with the Arkansas Youth Challenge on Thursdays.

Zack Baker

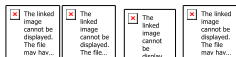
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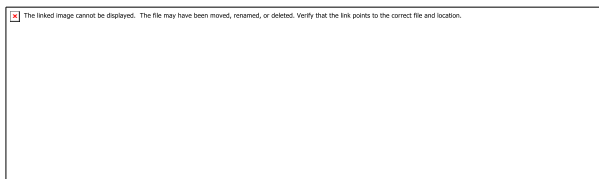
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**From:** TIDWELL, CHASSIE [mailto:[ctidwell@pcssd.org](mailto:ctidwell@pcssd.org)]  
**Sent:** Monday, August 27, 2018 1:26 PM  
**To:** Baker, Zack  
**Subject:** Re: Follow up on Potential Education Partnership



Well look at Thursday, September 6, 2018. Next week will be a short week.

On Mon, Aug 27, 2018 at 1:20 PM Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)> wrote:

Next week Thursday is my booked day. I am free every other day next week!

Zack Baker

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**From:** TIDWELL, CHASSIE [mailto:[ctidwell@pcssd.org](mailto:ctidwell@pcssd.org)]

**Sent:** Monday, August 27, 2018 1:18 PM

**To:** Baker, Zack

**Subject:** Re: Follow up on Potential Education Partnership

Can you come next Thursday at 10:00 a.m?

On Mon, Aug 27, 2018 at 1:15 PM Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)> wrote:

I am free tomorrow, Thursday, and Friday. Just let me know what works best for you!

Zack Baker



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**From:** TIDWELL, CHASSIE [mailto:[ctidwell@pcssd.org](mailto:ctidwell@pcssd.org)]  
**Sent:** Monday, August 27, 2018 1:12 PM  
**To:** Baker, Zack  
**Subject:** Re: Follow up on Potential Education Partnership

What day of the week would you like to come by?

On Mon, Aug 27, 2018 at 12:01 PM Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)> wrote:

Good Afternoon!

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P: 501-666-3243

C: 501-317-0273

E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)

[www.PPGreatPlains.org](http://www.PPGreatPlains.org)

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**Chassie Tidwell**

**Maumelle High School**

**Counselor (A-Han)**

**(501)-851-5350**

**~Entergetic Educator**

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**~Energetic Educator**

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**Please consider the environment before printing this email.**



**From:** Baker, Zack  
**Sent:** Friday, September 14, 2018 4:47 PM  
**To:** Treadway, Harold  
**Subject:** RE: Previous Education Partnership

Alright what if we did the week of Oct. 1<sup>st</sup>-5<sup>th</sup>. We could cover the following:

- Healthy Relationships
- Coercion and Consent
- Preventing HIV and other STIs
- Birth Control Methods
- Abstinence

If we wanted to add another day and also use that following Monday, we could add communication lesson, but if not we can keep it to the 5.

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



---

Planned Parenthood Great Plains

**From:** Treadway, Harold [<mailto:htreadway1351@pcssd.org>]  
**Sent:** Wednesday, September 12, 2018 7:14 AM  
**To:** Baker, Zack  
**Subject:** Re: Previous Education Partnership

I have 5 classes, Start 8:20, from 11:03-12:11 lunch and a 30 reading period, 4th starts at 12:11 and 5th ends at 1:53. Total approx. 120-130 students.

On Tue, Sep 11, 2018 at 2:45 PM Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)> wrote:

Perfect!

I'll get you some more info when I get back in the office either later today or tomorrow morning on dates!

Can you tell me how many classes there are and approx how many students that will include?

Thanks!

Sent from my iPhone



On Sep 11, 2018, at 2:34 PM, Treadway, Harold <[htreadway1351@pcssd.org](mailto:htreadway1351@pcssd.org)> wrote:

Mr. Baker, after looking at material and talking with the principal, I wanted to get back to you to look at some times and curriculum. I have looked at the overview and the only section I feel needs to be left out for us is the Reproductive System. With a mixed class I don't think it will work. The rest is good and you can fit it in the way you want to with the days you need. Right now the week of Sept 24 is taken and I have a red Ribbon speaker on Oct 26. The rest is pretty much open. Let me know when and what you need. My phone is 501-626-3252

Thanks

Coach Harold Treadway

On Thu, May 17, 2018 at 10:48 AM Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)> wrote:

Good Morning Harold!

I wanted to follow up with you on my previous email! I hope we can continue the relationship Sylvan Hills had with Crystal in doing education. I am attaching some more info on the program as a reminder. I hope to hear from you soon!

Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

P: 501-666-3243

C: 501-317-0273

E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)

[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



---

**From:** Baker, Zack  
**Sent:** Monday, April 23, 2018 1:38 PM  
**To:** [htreadway1351@pcssd.org](mailto:htreadway1351@pcssd.org)  
**Subject:** Previous Education Partnership

Good Afternoon Harold,

My name is Zack Baker and I am the new Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I know you were previously working with Crystal Johnson and I am happy to say after a brief period, we finally have this position staffed again! I wanted to reach out and see if you were still interested in the services offered by Planned Parenthood Great Plains. Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- And more

Planned Parenthood Great Plains is dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I would love to meet with you and see if we can build upon what Crystal was doing before she left! Let me know if there would be a good time to meet or chat by phone. You can reach me at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!



Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

P: 501-666-3243

C: 501-317-0273

E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)

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Coach Harold Treadway  
Senior Girl's Volleyball Head Coach  
9th Grade Health  
Freshman Campus

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Coach Harold Treadway  
Senior Girl's Volleyball Head Coach  
9th Grade Health  
Freshman Campus

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**From:** lauren@dscc.org

**Sent:** Sunday, September 16, 2018 5:06 PM

**To:** Kenneth Clark

**Subject:** What you can do for the 15 Democratic women running for Senate >>



Hello, Kenneth!

My name is Lauren Brainerd, and I'm the National Field Director at the DSCC. I'm here to make sure we're not just organizing money, we're organizing people, too.

That's why we're getting everyone in our community fired up to support the Women's Senate Network on October 6th.

With help from supporters like you, our big day for the Women's Senate Network will feature house parties across the country full of grassroots Democrats who are determined to elect all 15 of our Democratic women running for Senate this year.

Will you sign up to host a Women's Senate Network house party on October 6th?

Yes, I'm on board to host a house party to help rally a grassroots movement for the 2018 Women's Senate Network on Saturday, October 6th.

I can't host a party, but I'd like to contribute \$1 or more to give the Women's Senate Network the resources they need over the next 51 days.

If you've never hosted a house party before, don't worry -- we'll send you a host kit to make sure your party is a success!

From health care to Planned Parenthood, our Democratic women Senators have been at the forefront of some of the toughest fights in the Senate -- but their willingness to take on these tough fights has made them top targets.

That's why organizing to reach your friends and family is so critical right now. We need to make sure that our Democratic women champions have the resources they need to defeat their Republican challengers this November.

And the best way to make sure your friends and family know what's at stake? Invite them to be a part of our Day of Action for the Women's Senate Network!

So will you sign up to hold a house party with your friends and family to support the Women's Senate Network?

Yes, count me in as a host!



Sorry, not this time. But I'll chip in \$1 to help support candidates.

Thanks for being a part of this effort,

Lauren Brainerd  
National Field Director, DSCC

Democratic Senatorial Campaign Committee  
120 Maryland Ave. NE  
Washington, DC 20002

---

Paid for by the DSCC, [dsc.org](http://dsc.org),  
and not authorized by any candidate or candidate's committee.

---

The DSCC is the only committee solely dedicated to supporting Democrats in the U.S. Senate. This message was sent to [kclark@pcssd.org](mailto:kclark@pcssd.org) because you are a part of the DSCC's grassroots network. Please add us to your address book or approved senders list to make sure you keep receiving DSCC updates.

Emails are a critical way for us to stay in touch with our grassroots supporters. 99% of the DSCC's contributions come from grassroots donors giving less than \$200. We also strive to keep you updated on issues related to the Democratic Party's values.

If you'd like to take a break from DSCC emails, [click here](#).

If you'd like to make a contribution to support us, please [click here](#). Together, we're going to take back the Senate, but we'll need the help of every single grassroots supporter to do it. If you'd like to stop receiving all emails from the DSCC, please [click here](#). We greatly appreciate your continued support.

Contributions or gifts to the DSCC are not tax deductible.



**From:** Baker, Zack  
**Sent:** Tuesday, September 18, 2018 2:13 PM  
**To:** Treadway, Harold  
**Subject:** RE: Sylvan Hills North Campus  
**Attachments:** Letter to parents slyvan hills.docx

Here is the copy of the letter you requested.

Normally we include a waiver for parents to opt students out. I wasn't sure how you wanted to handle that. Let me know what you think.

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: zack.baker@ppgreatplains.org



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



Planned Parenthood Great Plains

**From:** Treadway, Harold [mailto:htreadway1351@pcssd.org]  
**Sent:** Monday, September 17, 2018 9:12 AM  
**To:** Baker, Zack  
**Subject:** Sylvan Hills North Campus

Mr. Baker that will work. Class starts at 8:20, we are not at the main campus but at the North Campus which is located at 10020 Bamboo Lane. If you have a letter I could send home to parents it would help, if not I will try to come up with one. I am in room 204, just check in at the office and they will direct you. Let me know if you need anything before hand. My cell is (b) (13)

Thanks

--

Coach Harold Treadway  
Senior Girl's Volleyball Head Coach  
9th Grade Health  
Freshman Campus

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Planned Parenthood Great Plains

## To Parents/Guardians:

### Health Education Programing

---

Your student will soon begin their sexual health unit in our class. We will be teaching the FLASH curriculum. FLASH is a medically accurate, age-appropriate comprehensive sexual health education curriculum. The goals of the curriculum are to prevent teen pregnancy, STDs and sexual violence, and to increase family communication about sexual health related topics such as dating, sex and abstinence.

FLASH builds skills to support young people in remaining abstinent, as well as teaching about other methods of disease and pregnancy prevention. It promotes respectful communication, and builds skills for healthy relationships. FLASH also contains family homework assignments in which students talk with a family member about the topics covered in class via a prescribed set of questions. Students receive credit for speaking with an adult, but are never required to discuss the content of their conversations.

FLASH provides a protocol for teachers when answering student questions about values that includes referring student back to families to learn their specific values. As a result, students may come home with questions about the values and expectations you have for them regarding these topics. We hope this will provide a meaningful opportunity for you to talk about these important topics together. A list of the High School FLASH lessons is provided below. If you have any questions or would like to preview a lesson, please don't hesitate to contact me.

Below is a waiver. If you choose to excuse your child from the program, please sign and return it. If you have any questions or concerns, please do not hesitate to contact me at 501-666-3243 or by email at [zack.baker@ppgreatpains.org](mailto:zack.baker@ppgreatpains.org).

Thanks,

Zack Baker

Education and Outreach Coordinator

I choose to **NOT** allow \_\_\_\_\_ to participate in the program.

---

Signature of Parent/Guardian



**From:** Baker, Zack  
**Sent:** Thursday, September 20, 2018 11:46 AM  
**To:** Treadway, Harold  
**Subject:** Re: Sylvan /hills high School

Yes we are. Did you get the letter?

Sent from my iPhone

> On Sep 20, 2018, at 6:54 AM, Treadway, Harold <htreadway1351@pcssd.org> wrote:

>  
> Just checking in to see if we were still on for the week you wanted, let me know

>  
> --

> Coach Harold Treadway  
> Senior Girl's Volleyball Head Coach  
> 9th Grade Health  
> Freshman Campus  
>

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**From:** Treadway, Harold  
**Sent:** Thursday, September 20, 2018 2:14 PM  
**To:** Zack.Baker@ppgreatplains.org  
**Subject:** Re: Sylvan /hills high School

No I did not

On Thu, Sep 20, 2018 at 11:45 AM Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)> wrote:  
Yes we are. Did you get the letter?

Sent from my iPhone

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--

Coach Harold Treadway  
Senior Girl's Volleyball Head Coach  
9th Grade Health  
Freshman Campus



**From:** Baker, Zack

**Sent:** Thursday, September 20, 2018 2:50 PM

**To:** htreadway1351@pcssd.org

**Subject:** Fwd: Sylvan Hills North Campus

**Attachments:** image001.png; ATT00001.htm; image002.png; ATT00002.htm; image003.png; ATT00003.htm; image004.png; ATT00004.htm; image005.png; ATT00005.htm; Letter to parents sylvan hills.docx; ATT00006.htm

Here is the letter!

Sent from my iPhone

Begin forwarded message:

**From:** "Baker, Zack" <[Zack.Baker@PPGreatplains.org](mailto:Zack.Baker@PPGreatplains.org)>

**Date:** September 18, 2018 at 2:12:55 PM CDT

**To:** "Treadway, Harold" <[htreadway1351@pcssd.org](mailto:htreadway1351@pcssd.org)>

**Subject:** RE: Sylvan Hills North Campus

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Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

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Planned Parenthood Great Plains



**From:** Treadway, Harold [<mailto:htreadway1351@pcssd.org>]

**Sent:** Monday, September 17, 2018 9:12 AM

**To:** Baker, Zack

**Subject:** Sylvan Hills North Campus

Mr. Baker that will work. Class starts at 8:20, we are not at the main campus but at the North Campus which is located at 10020 Bamboo Lane. If you have a letter I could send home to parents it would help, if not I will try to come up with one. I am in room 204, just check in at the office and they will direct you.

Let me know if you need anything before hand. My cell is (b) (13)

Thanks

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Coach Harold Treadway

Senior Girl's Volleyball Head Coach

9th Grade Health

Freshman Campus





Planned Parenthood Great Plains

## To Parents/Guardians:

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Thanks,

Zack Baker

Education and Outreach Coordinator

I choose to **NOT** allow \_\_\_\_\_ to participate in the program.

---

Signature of Parent/Guardian



**From:** Baker, Zack  
**Sent:** Tuesday, September 25, 2018 12:00 PM  
**To:** Treadway, Harold  
**Subject:** RE: Sylvan /hills high School

Just confirming that your received the letter I resent!

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: zack.baker@ppgreatplains.org



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



Planned Parenthood Great Plains

**From:** Treadway, Harold [mailto:htreadway1351@pcssd.org]  
**Sent:** Thursday, September 20, 2018 2:14 PM  
**To:** Baker, Zack  
**Subject:** Re: Sylvan /hills high School

No I did not

On Thu, Sep 20, 2018 at 11:45 AM Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)> wrote:

Yes we are. Did you get the letter?

Sent from my iPhone

> On Sep 20, 2018, at 6:54 AM, Treadway, Harold <[htreadway1351@pcssd.org](mailto:htreadway1351@pcssd.org)> wrote:

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> Just checking in to see if we were still on for the week you wanted, let me know

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> Coach Harold Treadway

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Coach Harold Treadway  
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**From:** Christina Mullinax

**Sent:** Tuesday, September 25, 2018 5:22 PM

**To:** Gayle White

**Subject:** 🌻 Meet the Arkansas candidates fighting for reproductive freedom in 2018!



Planned Parenthood Great Plains Votes

Dear Gayle,

Planned Parenthood Great Plains Votes is proud to announce our list of endorsed candidates for state and local office in Arkansas!

On Tuesday, November 6, Arkansas voters will decide who represents us in Congress and in the Arkansas legislature. Your vote matters more than ever this year — not just for Arkansans, but also for the rest of the nation. As we await confirmation of a new Supreme Court justice, we are acutely aware of the role that Arkansas' abortion restrictions and ongoing litigation could play in the future of national abortion access.

Since 2013, the Arkansas legislature has attempted 43 restrictions on sexual and reproductive freedom — 17 of which have passed. A few of those include:

- Act 966 (2015): blocked grant funding to Planned Parenthood for STD and HIV prevention education
- Act 1086 (2015): imposed a 48-hour waiting period and biased counseling
- Act 577 (2015): requires abortion providers to contract with a back-up physician with hospital admitting privileges — an entirely medically unnecessary restriction designed to block abortion access

As you can see, attacks on reproductive freedom at both the federal and local level are at an all-time high. Arkansans deserve leaders who who will fight against these attacks. These four candidates are committed to being the legislative champions we need. We encourage you to support and vote for them!

Jess Mallett  
HD32



Chase Mangiapane  
HD38



Monica Ball  
HD39



Maureen Skinner  
SD35





We'll be calling voters in these districts each Wednesday and Thursday night at our Little Rock administrative office. If you're in Central Arkansas and can assist us with these calls, or are willing to provide food for volunteers, please contact Christina Mullinax at [christina.mullinax@ppgreatplains.org](mailto:christina.mullinax@ppgreatplains.org).

See you in the field,



Christina Mullinax  
Arkansas Organizer  
Planned Parenthood Great Plains Votes

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**From:** Baker, Zack  
**Sent:** Thursday, September 27, 2018 3:27 PM  
**To:** Treadway, Harold  
**Subject:** RE: Sylvan /hills high School

Coach Treadway,

Just following up to make sure you have received everything.

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



Planned Parenthood Great Plains

---

**From:** Baker, Zack  
**Sent:** Tuesday, September 25, 2018 12:00 PM  
**To:** 'Treadway, Harold'  
**Subject:** RE: Sylvan /hills high School

Just confirming that your received the letter I resent!

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)



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**From:** Treadway, Harold [<mailto:htreadway1351@pcssd.org>]  
**Sent:** Thursday, September 20, 2018 2:14 PM  
**To:** Baker, Zack  
**Subject:** Re: Sylvan /hills high School



No I did not

On Thu, Sep 20, 2018 at 11:45 AM Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)> wrote:

Yes we are. Did you get the letter?

Sent from my iPhone

> On Sep 20, 2018, at 6:54 AM, Treadway, Harold <[htreadway1351@pcssd.org](mailto:htreadway1351@pcssd.org)> wrote:

>

> Just checking in to see if we were still on for the week you wanted, let me know

>

> --

> Coach Harold Treadway

> Senior Girl's Volleyball Head Coach

> 9th Grade Health

> Freshman Campus

>

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.

[Planned Parenthood Great Plains]<<http://www.ppgreatplains.org>>

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--

Coach Harold Treadway

Senior Girl's Volleyball Head Coach

9th Grade Health

Freshman Campus

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



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**From:** Baker, Zack  
**Sent:** Friday, November 16, 2018 11:49 AM  
**Subject:** Education Partnership  
**Attachments:** PPGP Education Guide.pdf

Good Morning!

I wanted to follow up on a email I sent previously:

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)





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# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



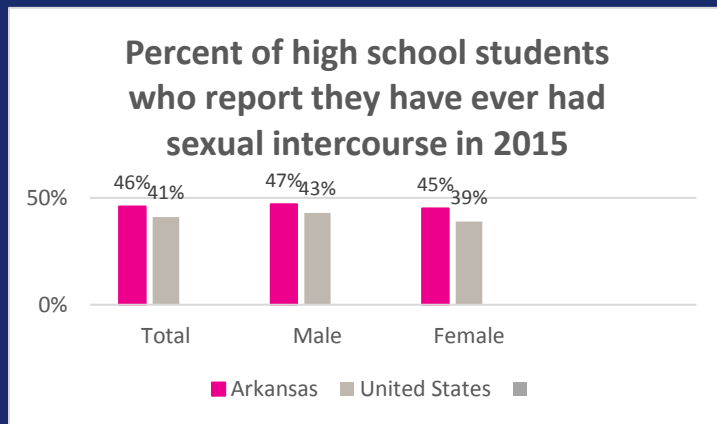


# Arkansas

## Facts

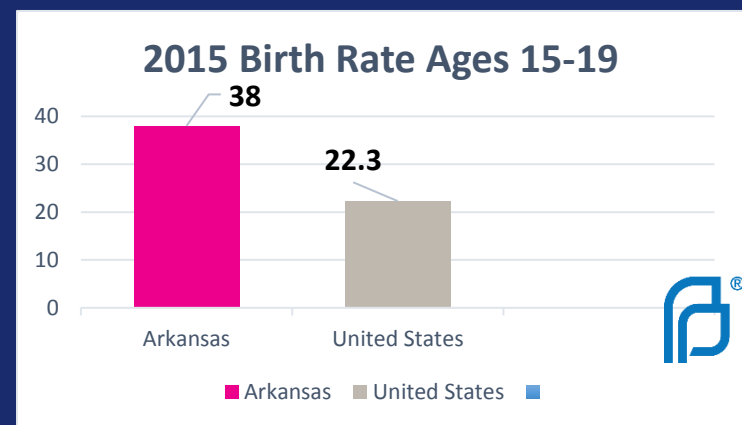
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>





**From:** Dr. Brandon J. Hill, Planned Parenthood Great Plains  
**Sent:** Sunday, December 23, 2018 10:32 AM  
**To:** Gayle White  
**Subject:** Holiday Holidays from Planned Parenthood Great Plains



Planned Parenthood Great Plains



Wishing you a joyful holiday season  
and a happy and healthy new year!

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Your friends at Planned Parenthood Great Plains

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United States

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**From:** Penelope Poppers  
**Sent:** Thursday, February 21, 2019 2:00 PM  
**To:** Gayle White  
**Subject:** Save the date for Garden Party 2019!



Planned Parenthood Great Plains

# GARDEN PARTY

Benefiting Planned Parenthood Great Plains in Little Rock

Save the date  
Wednesday, May 1, 2019 | 6-8 p.m.  
The Historic Rogers House (Rain or Shine)



Gayle,

Please save the date for the 32nd annual Garden Party at the Historic Rogers House!

On this special night, Dr. Brandon Hill, Dr. Janet Cathey, and Dr. Stephanie Ho will give us updates on the critical health services your support makes possible. Together we'll celebrate and uplift this important work happening in our community!

With your support, Garden Party raises crucial funds for Planned Parenthood Great Plains' health center in Little Rock.

An invitation with ticket information to follow. In the meantime, for questions, or to become a sponsor of the Garden Party, please contact Penelope Poppers at 501-666-3984 or [Penelope.Poppers@ppgreatplains.org](mailto:Penelope.Poppers@ppgreatplains.org).

visit [plannedparenthood.org](http://plannedparenthood.org)

Planned Parenthood Great Plains  
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Overland Park, KS 66211  
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**From:** Baker, Zack  
**Sent:** Thursday, February 21, 2019 4:23 PM  
**To:** ctidwell@pcssd.org  
**Subject:** Healthy Relationship Education  
**Attachments:** Introduction.pdf; Table of Contents.pdf

Ms. Tidwell,

I hope all is well! I wanted to let you know that since we last spoke we have gained a new curriculum to use call Love Notes. This curriculum is on the evidence based list of curriculums.

Love notes builds skills and knowledge for healthy and successful relationships with partners, family, friends, and co-workers. It is designed to help young people (16-24 years of age) make wise relationship and sexual choices. It is on the list of evidence based programs for teen pregnancy prevention and was rated one of the highest effective program. Love Notes takes a unique approach by focusing heavily on healthy relationships and good communication. It's very interactive and engaging for students! I am attaching some more information on Love Notes to this email (file titled "introduction" and "Table of Contents").

I would love to talk with you more about it and show you some of the lessons! Let me know if you have any questions.

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: zack.baker@ppgreatplains.org



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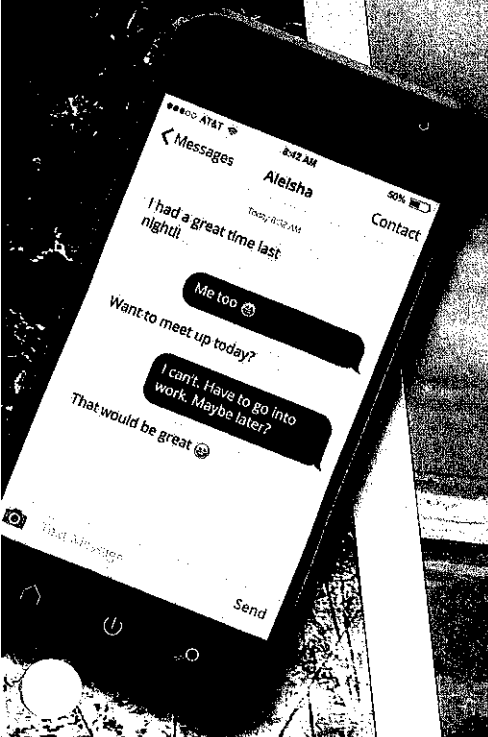
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# Love Notes<sup>®</sup>

VERSION 3.0

**Relationship Skills  
for Love, Life, and Work**

**Marline E. Pearson, M.A.**

**INSTRUCTOR'S MANUAL**







# **Love Notes**

Relationship Skills for  
Love, Life, and Work

## **INSTRUCTOR'S MANUAL**

Marline E. Pearson, M.A.

PUBLISHED BY THE DIBBLE INSTITUTE | BERKELEY, CA 94707-0881



## **Love Notes**

Relationship Skills for Love, Life, and Work  
Instructor's Manual

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Published by The Dibble Institute, Berkeley, CA 94707-0881

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All net proceeds from the sale of *Love Notes* and other instructional materials support the work of The Dibble Institute, a nonprofit, non-sectarian, non-political educational organization established to advocate and provide research-based, best practices materials for youth relationship education. For more information about additional resources, please contact:

### **The Dibble Institute**

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Project management: Aaron Larson  
Book production: Publication Services/Ron Widman



The Dibble Institute chose papers with recycled content that reflect our concern for the environment.

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# Introduction

*Love Notes* builds skills and knowledge for healthy and successful relationships with partners, family, friends, and co-workers. It is designed to help young people (16-24 years of age) make wise relationship and sexual choices. Wise choices will assist them in achieving their education, employment, relationship, and family goals, while poor relationship and sexual choices may create barriers to these goals. It is developed especially for teens and young adults at risk for unstable and poor quality relationships, unplanned pregnancies, and for those who are pregnant or already parenting. That said, much of the content of *Love Notes* is relevant to any young person.

The communication skills and self-awareness components of *Love Notes* are key to all kinds of relationships in life. For example, these soft skills increase successful and cooperative interactions in the workplace. Employers report that soft skills are vital for the success of young people entering the workforce.

*Love Notes* also represents an innovative approach to both pregnancy/STIs and intimate partner violence prevention within the context of a positive youth development approach. These goals, typically addressed in separate programs, are integrated and embedded into one comprehensive healthy relationship skills program. This comprehensive approach was selected by the US Department of Health and Human Services (HHS) for a 5-year evaluation. Researchers found that teaching *Love Notes* to teens resulted in a 46% reduction in the teen pregnancy rates compared to the control group. This was the highest pregnancy reduction rate achieved for males and females on the HHS Office of Adolescent Health's (OAH) list of Evidence-Based Teen Pregnancy Prevention Programs. In addition, the group of teens that were taught *Love Notes* also had the most positive outcomes compared to the control group on the OAH list, including less recent sexual activity, less frequency of sexual activity, and, for the teens that decided to remain sexually active, those from the *Love Notes* group were more likely to use a condom; and for the teens that chose to remain abstinent, a higher percentage of those in the *Love Notes* group remained abstinent.<sup>1</sup>

*Love Notes* builds assets and strengthens protective factors. It appeals to young people's aspirations, rather than merely emphasizing what they must avoid. *Love Notes* engages



young people in learning more about themselves and supports them in cultivating a vision for their future. *Love Notes* empowers youth with the skills needed to further their own personal development, to form and maintain healthy relationships, to make wise sexual decisions, and to work towards success with education and employment.

All youth, regardless of sexual orientation, have attractions, emotions, and desires for healthy relationships. All youth need skills and knowledge to navigate their relationships and make wise sexual choices. This is a LGBTQ-inclusive curriculum.

### **Building Models and Confidence for Healthy Relationships**

Many young people today lack models of healthy relationships. A recent *Child Trends* survey of disadvantaged youth reported that while respondents could list general qualities for healthy relationships, when asked if they saw many around them, they said, “No.” More sadly, they said they had little confidence they would be able to achieve a healthy relationship despite their aspirations to develop one.<sup>2</sup>

*Love Notes* offers young people—including young parents—knowledge of what a healthy relationship is and isn’t, as well as skills for handling the early chemistry of attraction and choosing partners wisely. Young people learn the building blocks of healthy relationships and are encouraged to identify relationship qualities they find personally important. They are provided several frameworks to help them assess relationships (past or present) and to make important relationship decisions. They learn the red flags of unhealthy and dangerous relationships and ways to exit those relationships safely. They identify what needs to change or improve for a relationship to continue. They learn how to handle break-ups and then move forward.

### **Improving Communication Skills**

This program includes a powerful set of evidence-based skills to improve communication, negotiation, and the handling of conflict. These skills are adapted from PREP, the *Prevention and Relationship Enhancement Program*. Youth practice new ways to handle anger and regulate strong emotions. They learn a technique for how to talk through difficult or sensitive issues. They learn how to more effectively raise issues and complaints, recognize hidden issues, and solve problems within their relationships.



The communication skills components are also essential in increasing successful and cooperative interactions in the workplace.

### **Strengthening Intimate Partner Violence Prevention**

Building robust knowledge and skills for healthy relationships provides a positive and proactive way to prevent intimate partner violence (IPV). It is difficult to steer clear of or exit a destructive relationship if young people have only experienced and seen unhealthy relationships, and they have no clue how to build a healthy relationship. This problem is compounded if they have little insight into themselves and their unaddressed issues. The vision building, skills, guides, and frameworks in *Love Notes* help raise young people's confidence that they can develop healthy selves and healthy relationships. *Love Notes* contains activities to identify early warning signs of abuse along with how to set boundaries and apply them at the first sign of disrespect. It also raises awareness of how children are harmed by turbulent and destructive parental and partner relationships.

### **Sex—It's More than Bodies, Risks and Protection**

*Love Notes* contains an important missing piece in sexual decision-making and STI/ pregnancy prevention by addressing relationship issues. After all, sex *is* a relationship issue. For example, can young people make wise sexual choices if they:

- Have never clarified what's important to them in a partner or relationship?
- Know little about how to distinguish between healthy and unhealthy and/or abusive relationships?
- Lack communication and negotiation skills?
- Have never defined a context for sex that is personally meaningful?

Youth are rarely asked to think about sex beyond the usual health paradigm of bio-reproduction, disease, and risk avoidance. If young people have never considered what deepening levels of physical intimacy mean to them (and how to discern if their partner is on the same page) then how are they to make wise sexual decisions and stick to their choices? Sex is not just about bodies, risks, and protection. It's about power dynamics, knowing one's self and one's values, and possessing the skills to navigate this terrain. It is ultimately also about the heart and aspirations.



*Love Notes* takes a health- and heart-based approach to sexuality and provides unique ways to tap motivation. Sexual decision-making is embedded within a rich exploration of intimacy and the development of healthy relationships. Activities guide youth in cultivating their own North Star for sexuality. They are asked to develop goals, boundaries, and a context and pace for sexual intimacy that is responsible, protective of their own aspirations in life, and personally meaningful. Films, music, poetry, and stories are used to inspire and help young people identify their values. They also develop a personal plan for their sexual choices. Medically accurate information on pregnancy, STIs, contraception, and condoms is included. This information is reinforced through films from Scenarios USA, (written by youth and produced by award-winning filmmakers) as well as other visual media, and role-plays on negotiation and refusal skills.

It takes a lot of motivation not to slide into sex and to keep the boundaries and pacing of physical intimacy that one intends. It also takes a lot of motivation to use condoms and contraception correctly and consistently to prevent STIs and pregnancy if sexually active. The unique heart- and health-based approach of *Love Notes* offers some new ways to motivate.

### **A New Message on Pregnancy Prevention**

Many of our pregnancy prevention messages focus on a young person's self-interest in how a pregnancy would negatively affect him or her. *Love Notes* takes a different track. It encourages young people to step outside themselves and look more deeply at the consequences of unplanned pregnancy on children. By placing the child at center stage in the activities, participants see through the eyes of the child the consequences of sliding into an unplanned, first or subsequent pregnancy, and the relationship turbulence that often accompanies it. Examining how an unplanned pregnancy can disadvantage or hurt a child may tap a more powerful and positive source of motivation to more consciously plan to prevent a first or subsequent pregnancy. It helps bring home to young people why it really matters to avoid pregnancy and to wait to have a child (or a second child). Youth learn that doing some of life's big things in a particular sequence really does matter.

In terms of positive youth development, one's love life is never neutral; it's one of the central developmental tasks on the path to adulthood. A troubled love life, especially



linked with unplanned pregnancies, can derail everything. Helping young men and women assess their relationships, choose partners wisely, and acquire the skills and insights for forming and/or maintaining healthy relationships (and later healthy marriages if they choose to marry) can help them be successful. Encouraging deliberate planning for their own sexual decisions can reduce some formidable barriers in their personal lives as young people work toward their goals in education, employment, intimate unions, families, and parenting.

*Love Notes* is dedicated to the success of young people as much as it is to the success and well-being of their children. Clearly, children are affected for better or worse by the parental, partner, and other adult relationships in their families.

### **Young Parents and Co-Parenting Challenges**

The approach embedded in *Love Notes* is especially important for young parents. We should not assume these relationships are all viable, nor all doomed. Some are workable, but these couples need support and skills to make their intentions of staying together a reality and not just wishful thinking. Young parents need guidance for taking a realistic look at their relationship and determining if it's viable or not. If viable and safe, they need to be able to identify what they both need to work on. If not, they need support in leaving safely. This kind of assessment, for which *Love Notes* provides the tools, is important for them as well as for their child's well-being.

Young parents need evidence-based communication and conflict management skills (included in *Love Notes*) to have a chance at a future together. How a couple communicates and handles conflict is perhaps one of the best predictors of how a couple will do over time. But they also need these skills to co-parent, whether they stay together or not.

Young parents need a heavy dose of healthy relationship education. Research tells us that relationship instability and multiple partner fertility is highly likely among these young unmarried parents.<sup>3</sup> Young parents will do better if they can either take a break from relationships on the one hand or work to strengthen their relationship on the other hand, and if they avoid having a second child too soon. Focusing on their child and parenting and pursuing their school and employment goals will benefit themselves and



their child. But also critically important is learning to choose a partner more wisely and cautiously with their next relationship, since most will have subsequent relationships. The skills embedded in *Love Notes* can help young parents slow down the relationship-go-round that is so common as much as it can help those young parents who wish to improve and stabilize their relationship. Their future success and their child's future success will be strongly linked to their ability to form and maintain a healthy intimate relationship, or to at least stay single and away from unstable or destructive relationships as they focus on their own development.

### **An Activity- and Media-Based Approach**

*Love Notes* is packed with lively activities that use real-life relationship, work, and parenting scenarios, written by diverse teens and young adults, that are LGBTQ inclusive. It incorporates popular music, music videos, film, stories, drawing, and sculpting. It appeals to males as much as females. It includes an engaging, interactive workbook where they can apply all the concepts to their own lives. Finally, there is a *Trusted Adult Connection* activity for each lesson to build a bond by communicating with a caring adult or mentor on these very important issues.

*Love Notes* is an adaptation from one other curricula authored by this author. It is *Love U2®: Relationships Smarts PLUS*, a teen relationship curriculum. *Relationship Smarts PLUS* has completed a five-year evaluation involving 8,000 diverse teenagers in the state of Alabama. Researchers from Auburn University conducting the study report sustained gains over time. Findings include increases in students' realistic understanding of relationships and decreases in faulty relationship beliefs, broadened understandings of relationship aggression, and declines in aggression in relationships as compared to those in control groups.<sup>4</sup>

*Within My Reach*, co-authored with Scott Stanley and Galena Kline-Rhoades, is a decision-making and relationship skill program for adults who struggle with disadvantages and who are at risk for poor quality relationships and relationship instability. *Within My Reach* contains the research-based communication and conflict management skills of the nationally acclaimed *Prevention and Relationship Enhancement Program* (PREP) that have been shown to reduce divorce and incidences of physical aggression, while increasing relationship satisfaction and communication. *Love Notes*, as



an adaptation of *Relationship Smarts PLUS*, is listed in the National Registry of Evidence-based Programs and Practices (NREPP), a service of the Substance Abuse and Mental Health Services Administration (SAMHSA). *Within My Reach*, as an adaptation of PREP, is similarly listed.

<sup>1</sup> Barbee, A. P., Cunningham, M. R., van Zyl, M. A., Antle, B. F., & Langley, C. N. (2016). Impact of Two Adolescent Pregnancy Prevention Interventions on Risky Sexual Behavior: A Three-Arm Cluster Randomized Control Trial. *American Journal of Public Health*, 106(Suppl 1), S85–S90. <http://doi.org/10.2105/AJPH.2016.303429>. For the OAH evidence-based list, see <https://www.hhs.gov/ash/oah/sites/default/files/ebp-chart1.pdf>

<sup>2</sup> Child Trends Research Brief (October 2009) *Telling It Like It Is: Teen Perspectives on Romantic Relationships*. [childtrends.org](http://childtrends.org)

<sup>3</sup> McLanahan, S. "Family Instability and Complexity after a Non-Marital Birth" in Carlson, M. & England, P. editors. *Social Class and Changing Families in an Unequal America* (Stanford University Press, 2011; for a compilation of research articles on various aspects of fragile families see "Fragile Families" in *The Future of Children* (Princeton-Brookings) Vol. 20, Number 2, Fall 2010.

<sup>4</sup> For more information on the *Relationship Smarts Plus* study (principal investigator Dr. Jennifer Kerpelman, Auburn University) see [DibbleInstitute.org/?page\\_id=2942](http://DibbleInstitute.org/?page_id=2942)

To make teaching *Love Notes* easier, it has been aligned to the national Sex Education, Health, and Family and Consumer Sciences standards. *Love Notes* has also been aligned with Positive Youth Development standards. You can find all alignments on the *Love Notes* landing page at [DibbleInstitute.org/love-notes-3/](http://DibbleInstitute.org/love-notes-3/)



## Instructor Tips

Each lesson of *Love Notes* is packed with activities and plenty of information to aid the instructor in delivering the lessons. It is designed and organized to be user-friendly and does not require training, although training is extremely helpful and available upon request. Background information, preparation, materials list, step-by-step directions, as well as suggested scripts and talking points in italics are provided. All handout masters for lessons can be found at the end of each lesson. Activity cards on colored card stock are located and labeled with their lesson number at the back of the manual. We recommend that you cut and place the activity cards in a Ziploc bag or container.

An important feature of *Love Notes* is the use of images, music, film, and video clips, most of which are contained right inside the PowerPoint slides for each lesson. Although we have an array of diverse young people represented in the slides, the PowerPoint slides can also be customized with photos that better represent the population you serve. You may replace any image with a photo you own the copyright to. Several video clips used in the lessons will be directly embedded within the PowerPoint slides. There are also numerous music videos, songs, YouTube clips and short Ted Talks that are hyperlinked within the lesson's PowerPoint slides. The PowerPoint slides and duplicate masters are accessed via a digital download page at [DibbleInstitute.org/LN4](http://DibbleInstitute.org/LN4). Easy to follow directions are found in the manual and on the web page, but a Dibble representative can guide anyone through the downloading process if needed. This download will also contain duplicate masters for activity cards and handouts. You will find viewing each lesson's PowerPoint presentation and previewing the embedded or linked media as you read through a lesson valuable in helping you prepare to deliver the lesson. The *Video and Resource Guide* offers an overview of these resources and where they are used. Note that some of the music videos contain explicit language, but all have been chosen because of their positive message and ability to inspire and speak to aspirations.

The *Love Notes Participant Workbook* is an essential component of this program. Workbooks are purchased in bulk order from The Dibble Institute. The workbook gives young people an opportunity to review, reflect, and apply what they have



learned in each lesson to their own lives. The more they work these concepts into their own experiences, the more they can benefit from this curriculum. Each workbook application has been carefully designed to reinforce key concepts and skills. The final application, *Success Planning*, is the capstone application. It helps them synthesize what they've learned and then integrate it into their own personal success plan. Let participants know this workbook is for them and you will not be reading their entries. You can assure accountability and privacy by holding periodic workbook checks. To check for completion, quickly page through their workbooks to ensure they have completed the exercises. A classroom teacher can offer credit and points for completion. A leader in a community-based program can offer prizes or incentives for completion. The workbook check can be done quickly—at one time or periodically. Some instructors have found it useful to keep the workbooks on site for the duration of the program to ensure participants have them for use in each session.

The *Primary Colors Personality Tool* is also an essential resource for Lesson 2. This four-page booklet is ordered in bulk from The Dibble Institute. In the pocket of the manual you will find a sample *Love Notes Participant Workbook* and a *Primary Colors Personality Tool*.

The activities in *Love Notes* are varied. They include role-plays, drawing, sculpting, and games that are designed to teach and reinforce the concepts with real-life scenarios young people can relate to. The scenarios, poetry, and stories have all been written by diverse youth. The images in the PowerPoint slides, as well as language in the lessons and scenarios, are inclusive in terms of sexual orientation. Preview the scenarios in the activity cards. Select which to use according to what is best for your audience, cultural context and institutional requirements or community standards. Feel free to tweak, add or delete any scenarios or resources as needed. Consider having music playing as students enter the room, when they leave, and during some activities. Music engages emotions and creates a welcoming atmosphere for youth. It is an important medium for youth, and it is a powerful way to connect with them. Also ask participants to bring in music that relates to the themes on hand on a regular basis.

Highly recommended is the film *Antwone Fisher*, introduced at the end of Lesson 1. This film frames the entire program—it represents every concept in *Love Notes*. We recommend playing the opening scenes (8 minutes) at the end of the first session



and then using one of the suggested options for participants to view the rest of the film. Experience has taught how powerful a tool it is in hooking youth into the program and then being able refer to it throughout. *Antwone Fisher* can be rented or purchased on internet sites such as Amazon.

Lesson 11, *Let's Talk About Sex*, uses a short film, *Toothpaste*, from Scenarios USA, which can be found on YouTube. The film deals with sexual decision-making and healthy relationships. Activities are designed around this very engaging film. The script was written by youth and produced by award-winning Hollywood filmmakers. Lesson 12 uses *Reflections*, also produced by Scenarios USA and found on YouTube or Amazon, to address HIV, condom negotiation, and unhealthy relationships. Alternatively, you can use *Who Do You Know?* to address HIV. That video is embedded directly into the PowerPoint slides.

Lesson 13, *Through the Eyes of the Child*, is a unique and powerful approach to pregnancy prevention (primary and secondary). It brings together all the elements of the curriculum. This lesson will take more than one hour and we urge you not to skim on this very important capstone lesson. If you are up against time constraints, the author is available to discuss where to cut in the curriculum given your population and their needs.

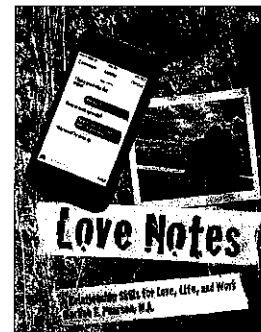
Finally, we strongly encourage you to make full use of the *Trusted Adult Connection* activities that accompany each lesson. We believe the effectiveness of this program will be amplified if participants are able to discuss the information and skills they are being exposed to with a trusted adult or parent. The connection activities are meant not only to convey core content to the participants' trusted adult, but also to serve as conversation starters and extenders. They invite that trusted person to add their words of wisdom. In the first lesson, there are directions for helping participants identify a trusted adult and for the instructor to know if help is needed in finding such a person.

We hope you'll find these lessons easy to use. We welcome your comments, questions, or suggestions for improvement. Please feel free to contact a Dibble Institute representative who can connect you with the author, either by phone at 800-695-7975 or email at [relationships@DibbleInstitute.org](mailto:relationships@DibbleInstitute.org).



## Video and Resource Guide

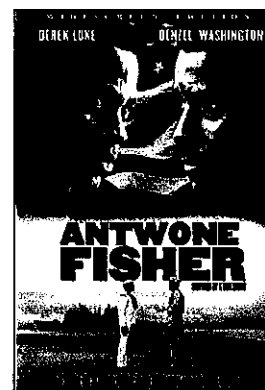
- TITLE:** Love Notes Participant Workbook
- LOCATION:** Available in bulk order from The Dibble Institute
- NOTES:** The *Love Notes Participant Workbook* is an essential component for the effectiveness of this program. The workbook gives young people an opportunity to review, to reflect, and to apply what they have learned in session to their own lives. The more they work these concepts into their own experiences, the more they may benefit from this curriculum. Each workbook application has been carefully designed to reinforce key concepts and skills.



- TITLE:** Love Notes PowerPoint Slideshow
- LESSON:** Each lesson has a slideshow
- LOCATION:** Available via digital download at [DibbleInstitute.org/LN4](http://DibbleInstitute.org/LN4)
- NOTES:** Aside from image-laden slides to help deliver the lesson, important video clips are embedded directly into the lesson's slideshow. In addition, a number of music videos, songs, YouTube clips, and Ted Talks are hyperlinked within a lesson's PowerPoint show. Contact a Dibble representative if you have any trouble accessing them.



- TITLE:** Antwone Fisher: Film
- LESSON 1:** Relationships Today
- LENGTH:** First 3 scenes - 8 minutes for Lesson 1. Viewing options suggested for entire 120 minute film.
- LOCATION:** Rent or purchase from internet sites such as Amazon.
- TOPIC:** Self-awareness, examining and healing past hurts, healthy relationship skills, intimacy and pacing, success sequence, anger regulation
- NOTES:** This is a hopeful portrayal of one young man's journey of healing from childhood trauma and who ultimately develops a healthy love relationship. The film engages participants from the start and provides a frame of reference for every concept addressed in *Love Notes*.





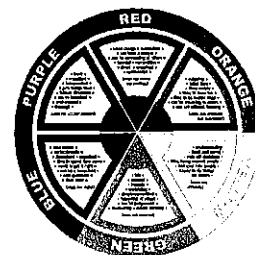
**TITLE:** Primary Colors Personality Tool: *Personality assessment*

**LESSON 2:** Knowing Yourself

**LOCATION:** Sample in pocket of manual. Bulk orders from The Dibble Institute

**TOPIC:** Personality style, knowing yourself

**NOTES:** The *Primary Colors Personality Tool* is an essential component for Lesson 2. It is designed to help participants learn more about personality style and how it relates to relationship and personal growth challenges. Clear, simple, and fast, this tool is fun while building greater awareness of self and of how style impacts relationships.



**TITLE:** No More Drama, by Mary J. Blige, or Not Afraid, by Eminem, or Starting Over, by Mackelmore: *Music videos*

**LESSON 2:** Knowing Yourself

**LOCATION:** Hyperlinked in the PowerPoint slides. Select one.

**LENGTH:** 3–4 minutes

**TOPIC:** Self-image, relationship decision-making, life decisions

**NOTES:** A music video is played after the activities on baggage: i.e. examining one's past and deciding what to change, what to strengthen or leave behind. All are visually explicit, but with a powerfully positive message of change.



**TITLE:** The Science of Love: *YouTube clip*

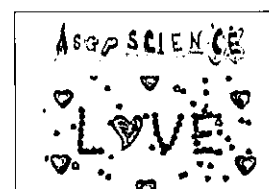
**LESSON 4:** Attractions and Starting Relationships

**LOCATION:** Hyperlinked YouTube clip in PowerPoint slides.

**LENGTH:** 3 minutes

**TOPIC:** Romantic attractions; feelings and behaviors

**NOTES:** Engaging and colorful lecture doodle on the neurochemistry of romantic attraction produced by highly-acclaimed asapSCIENCE Productions.





**TITLE:** Dating Violence YouTube clips

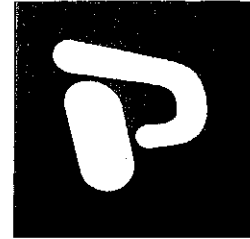
**LESSON 7:** Dangerous Love

**LOCATION:** Clips embedded in PowerPoint slides.

**LENGTH:** Varies from 1–2:20 minutes

**TOPIC:** Dating violence

**NOTES:** Three clips: *Respect the Line* (1:25), *Know the Signs* (1:47), and *Teen Dating Violence* (2:21).



**TITLE:** *Because of You* by Kelly Clarkson: Music video

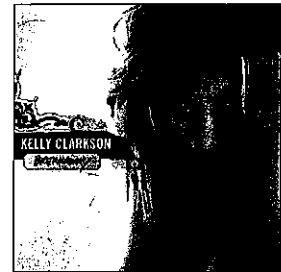
**LESSON 7:** Dangerous Love

**LOCATION:** The music video is hyperlinked in PowerPoint slides.

**LENGTH:** 3 minutes

**TOPIC:** Interpersonal violence; its effect on children

**NOTES:** This music video reminds youth of the long-term effects of relationship violence and how it can become a cycle if it is not addressed. *Because of You*, by Kelly Clarkson, is a moving way to bring home the message about the impact on children and the importance of drawing the line of respect in all relationships.



**TITLE:** *A Call To Men*: Tony Porter

**LESSON 7:** Dangerous Love

**LOCATION:** [Ted.com/talks/tony\\_porter\\_a\\_call\\_to\\_men](https://ted.com/talks/tony_porter_a_call_to_men), hyperlinked in the PowerPoint.

**LENGTH:** 11 minutes

**TOPIC:** Boys to men, relationship violence

**NOTES:** Tony Porter talks about the kinds of messages that were drummed into him as he was growing up in the South Bronx. Porter's story gives us insights into how a guy could develop a mentality that would lead him to disrespect and abuse females. He also tells how he broke out of that cycle.



**TITLE:** *Consent is Everything*

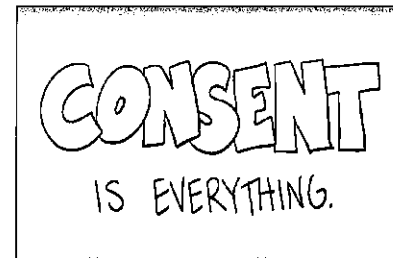
**LESSON 7:** Dangerous Love

**LOCATION:** Hyperlinked in PowerPoint slides.

**LENGTH:** 3 minutes

**TOPIC:** Sexual assault—what is consent

**NOTES:** Clever, animated clip that drives home what consent is not.





**TITLE:** Till It Happens to You by Lady Gaga

**LESSON 7:** Dangerous Love

**LOCATION:** Hyperlinked in PowerPoint slides.

**LENGTH:** almost 5 minutes

**TOPIC:** Sexual assault

**NOTES:** Very powerful. Need to offer a trigger warning if you use it. Important point at end on reaching out for help to caring adults.



**TITLE:** Why Domestic Violence Victims Don't Leave

**LESSON 7:** Dangerous Love

**LOCATION:** Linked to TedTalks in the PowerPoint slides.

**LENGTH:** 15 minutes

**TOPIC:** Intimate partner violence

**NOTES:** A story of how one woman got drawn in by an abuser and how she got out. Powerful, but optional.



**TITLE:** DUI - Decisions Under the Influence: *Short video*

**LESSON 8:** Decide, Don't Slide!

**LOCATION:** Hyperlinked to YouTube in the PowerPoint slideshow

**LENGTH:** 3.50 minutes

**TOPIC:** Sliding into living together

**NOTES:** This colorful and engaging lecture doodle shows how the love chemicals make it easy to slide and underscores the risks of sliding into living together while under the influence.



**TITLE:** Runaway Love, by Ludacris featuring Mary J. Blige: *Music video*

**LESSON 8:** Decide, Don't Slide!

**LOCATION:** Hyperlinked to YouTube in Lesson 8 PowerPoint slides

**LENGTH:** 5 minutes

**TOPIC:** Sliding vs. deciding and risks to children

**NOTES:** This powerful music video shows how children can be hurt when parents do not address serious problems like substance abuse and when they slide quickly into poor love choices with partners that are not safe for their child. Deals with relationship violence and child abuse.





**TITLE:** *Communication: Video clips*

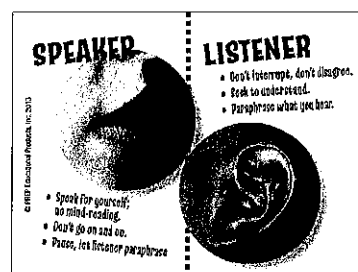
**LESSONS 9, 10:** What's Communication Got to Do With It? and Communication Challenges and More Skills

**LOCATION:** Four video clips are embedded in PowerPoint slideshow.

**LENGTH:** Varies 1 to 10 minutes

**TOPIC:** Communication patterns and skills

**NOTES:** *Communicating Well* (3:33 minutes) is a clip on the patterns that block clear communication. *Anger & Stress* (3:34 minutes) shows what happens inside the brain when stressed and angry. The *Speaker Listener Technique* (10 minutes) uses cartoon characters and real couples to teach this technique. Can use either 5-minute segment. *Hidden Issues* (3:14 minutes) reveals some hidden issues underlying their fight.



**TITLE:** *S.E.X. by Lyfe Jennings: Music video*

**LESSON 11:** Let's Talk About Sex

**LOCATION:** Hyperlinked in PowerPoint slides. See further directions in Lesson 11 if difficulty in finding on YouTube.

**LENGTH:** 2:23 minutes

**TOPIC:** Sexual decision-making

**NOTES:** The music video is used to start Lesson 11. While showing pressures from a partner as well as the popular and peer culture, it has a positive message on thinking about sexual meaning and questioning whether two partners are on the same page.



**TITLE:** *Toothpaste: Short film*

**LESSON 11:** Let's Talk About Sex

**LOCATION:** Available on YouTube.

**LENGTH:** 16 minutes

**TOPIC:** Healthy/unhealthy relationships, sexual decision making, abstinence, condom negotiation, and pregnancy

**NOTES:** Scenarios USA films are written by youth and produced by award-winning Hollywood filmmakers. Two best friends consider taking their relationships to the next level. Their relationships and the decisions they make are as different as the outcomes. Filmed in Mission, Texas.





**TITLE:** *Reflections: Short film*

**LESSON 12:** Let's Plan for Choices

**LOCATION:** Found for free on YouTube or a digital download can be purchased from Amazon.com.

**LENGTH:** 20 minutes

**TOPIC:** Sliding vs. deciding, healthy and unhealthy relationships, HIV, condom negotiation, STD testing

**NOTES:** In another film from Scenarios USA, three best friends learn to take the risk of HIV / AIDS seriously as they navigate their relationships.



**TITLE:** *Who Do You Know?*

**LESSON 12:** Let's Plan for Choices

**LOCATION:** Embedded directly in PowerPoint slides.

**LENGTH:** Full 20-minute version and condensed 11-minute version

**TOPIC:** HIV, STD testing

**NOTES:** This film centers around three teenage guys and addresses myths around HIV, the importance of testing, and the reality of HIV.



**TITLE:** *Dance With My Father, by Luther Vandross: Music video*

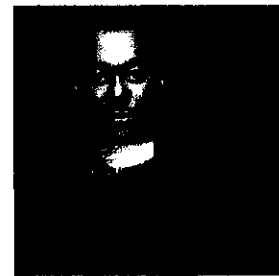
**LESSON 13:** Through the Eyes of a Child

**LENGTH:** 3 minutes

**LOCATION:** Hyperlinked to YouTube music video in PowerPoint slides

**TOPIC:** Positive contributions of fathers

**NOTES:** A song dedicated to what his father meant to him.



**TITLE:** *Emotionless, by Good Charlotte: Music video*

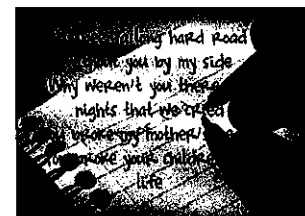
**LESSON 13:** Through the Eyes of a Child

**LOCATION:** Hyperlinked to YouTube song in PowerPoint slides

**LENGTH:** 3:50 minutes

**TOPIC:** Father absence

**NOTES:** Poignant letter from a son about the pain, confusion and difficulties of his father's absence.





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**TITLE:** When I'm Gone, by Eminem: *Music video*

**LESSON 13:** Through the Eyes of a Child

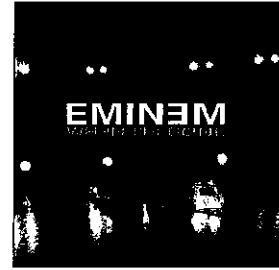
**LOCATION:** Hyperlinked to YouTube music video in PowerPoint slides

**LENGTH:** 6 minutes

**TOPIC:** Fathering and relationship instability

**NOTES:** This music video, written and performed by Eminem, is about his longing to be a good father and the barriers created by relationship instability with his daughter's mother.

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**TITLE:** Just the Two of Us, by Will Smith: *Music video*

**LESSON 13:** Through the Eyes of a Child

**LOCATION:** Hyperlinked to YouTube song in PowerPoint slides

**LENGTH:** 4:30 minutes

**TOPIC:** Single fathers

**NOTES:** Beautiful song of a father's commitment to his child.

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**TITLE:** Perfect, duet by Ed Sheeran and Beyonce

**LESSON 13:** Through the Eyes of a Child

**LOCATION:** Hyperlinked to in PowerPoint slides.

**LENGTH:** 4 minutes

**TOPIC:** This song is meant as part of the closing of the program.

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**From:** Baker, Zack  
**Sent:** Thursday, February 21, 2019 4:47 PM  
**Subject:**  
**Attachments:** Introduction.pdf; Table of Contents.pdf

Good Afternoon!

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

I recently started using the Love Notes curriculum for healthy relationships. What is love notes? Love notes builds skills and knowledge for healthy and successful relationships with partners, family, friends, and co-workers. It is designed to help young people (16-24 years of age) make wise relationship and sexual choices. It is on the list of evidence based programs for teen pregnancy prevention and was rated one of the highest effective program. Love Notes takes a unique approach by focusing heavily on healthy relationships and good communication. It's very interactive and engaging for students! I am attaching some more information on Love Notes to this email (file titled "introduction" and "Table of Contents").

I would love to discuss implementing this program with your organization. Let me know if you would be interested or just want more information!

We also can do one time presentations on a variety of topics such as STDs, birth control, consent, and more.

I look forward to talking with you!

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: zack.baker@ppgreatplains.org

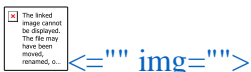


[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



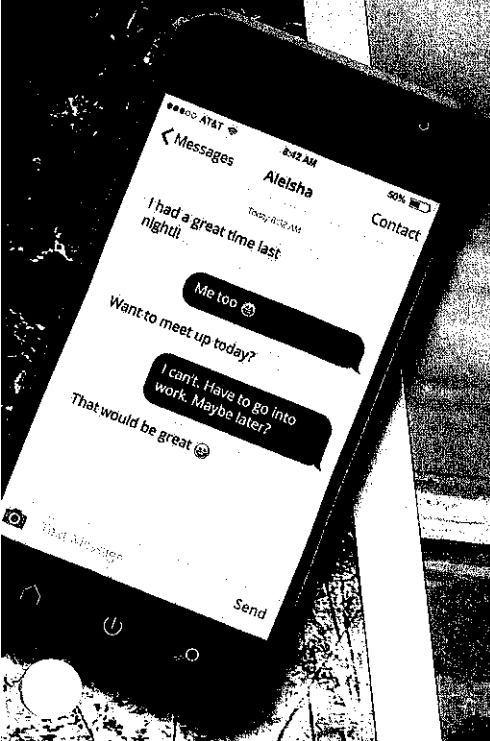


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# Love Notes<sup>®</sup>

VERSION 3.0

**Relationship Skills  
for Love, Life, and Work**

**Marline E. Pearson, M.A.**

**INSTRUCTOR'S MANUAL**







# **Love Notes**

Relationship Skills for  
Love, Life, and Work

## **INSTRUCTOR'S MANUAL**

Marline E. Pearson, M.A.

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## **Love Notes**

Relationship Skills for Love, Life, and Work  
Instructor's Manual

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# Introduction

*Love Notes* builds skills and knowledge for healthy and successful relationships with partners, family, friends, and co-workers. It is designed to help young people (16-24 years of age) make wise relationship and sexual choices. Wise choices will assist them in achieving their education, employment, relationship, and family goals, while poor relationship and sexual choices may create barriers to these goals. It is developed especially for teens and young adults at risk for unstable and poor quality relationships, unplanned pregnancies, and for those who are pregnant or already parenting. That said, much of the content of *Love Notes* is relevant to any young person.

The communication skills and self-awareness components of *Love Notes* are key to all kinds of relationships in life. For example, these soft skills increase successful and cooperative interactions in the workplace. Employers report that soft skills are vital for the success of young people entering the workforce.

*Love Notes* also represents an innovative approach to both pregnancy/STIs and intimate partner violence prevention within the context of a positive youth development approach. These goals, typically addressed in separate programs, are integrated and embedded into one comprehensive healthy relationship skills program. This comprehensive approach was selected by the US Department of Health and Human Services (HHS) for a 5-year evaluation. Researchers found that teaching *Love Notes* to teens resulted in a 46% reduction in the teen pregnancy rates compared to the control group. This was the highest pregnancy reduction rate achieved for males and females on the HHS Office of Adolescent Health's (OAH) list of Evidence-Based Teen Pregnancy Prevention Programs. In addition, the group of teens that were taught *Love Notes* also had the most positive outcomes compared to the control group on the OAH list, including less recent sexual activity, less frequency of sexual activity, and, for the teens that decided to remain sexually active, those from the *Love Notes* group were more likely to use a condom; and for the teens that chose to remain abstinent, a higher percentage of those in the *Love Notes* group remained abstinent.<sup>1</sup>

*Love Notes* builds assets and strengthens protective factors. It appeals to young people's aspirations, rather than merely emphasizing what they must avoid. *Love Notes* engages



young people in learning more about themselves and supports them in cultivating a vision for their future. *Love Notes* empowers youth with the skills needed to further their own personal development, to form and maintain healthy relationships, to make wise sexual decisions, and to work towards success with education and employment.

All youth, regardless of sexual orientation, have attractions, emotions, and desires for healthy relationships. All youth need skills and knowledge to navigate their relationships and make wise sexual choices. This is a LGBTQ-inclusive curriculum.

### **Building Models and Confidence for Healthy Relationships**

Many young people today lack models of healthy relationships. A recent *Child Trends* survey of disadvantaged youth reported that while respondents could list general qualities for healthy relationships, when asked if they saw many around them, they said, “No.” More sadly, they said they had little confidence they would be able to achieve a healthy relationship despite their aspirations to develop one.<sup>2</sup>

*Love Notes* offers young people—including young parents—knowledge of what a healthy relationship is and isn’t, as well as skills for handling the early chemistry of attraction and choosing partners wisely. Young people learn the building blocks of healthy relationships and are encouraged to identify relationship qualities they find personally important. They are provided several frameworks to help them assess relationships (past or present) and to make important relationship decisions. They learn the red flags of unhealthy and dangerous relationships and ways to exit those relationships safely. They identify what needs to change or improve for a relationship to continue. They learn how to handle break-ups and then move forward.

### **Improving Communication Skills**

This program includes a powerful set of evidence-based skills to improve communication, negotiation, and the handling of conflict. These skills are adapted from PREP, the *Prevention and Relationship Enhancement Program*. Youth practice new ways to handle anger and regulate strong emotions. They learn a technique for how to talk through difficult or sensitive issues. They learn how to more effectively raise issues and complaints, recognize hidden issues, and solve problems within their relationships.



The communication skills components are also essential in increasing successful and cooperative interactions in the workplace.

### **Strengthening Intimate Partner Violence Prevention**

Building robust knowledge and skills for healthy relationships provides a positive and proactive way to prevent intimate partner violence (IPV). It is difficult to steer clear of or exit a destructive relationship if young people have only experienced and seen unhealthy relationships, and they have no clue how to build a healthy relationship. This problem is compounded if they have little insight into themselves and their unaddressed issues. The vision building, skills, guides, and frameworks in *Love Notes* help raise young people's confidence that they can develop healthy selves and healthy relationships. *Love Notes* contains activities to identify early warning signs of abuse along with how to set boundaries and apply them at the first sign of disrespect. It also raises awareness of how children are harmed by turbulent and destructive parental and partner relationships.

### **Sex—It's More than Bodies, Risks and Protection**

*Love Notes* contains an important missing piece in sexual decision-making and STI/ pregnancy prevention by addressing relationship issues. After all, sex *is* a relationship issue. For example, can young people make wise sexual choices if they:

- Have never clarified what's important to them in a partner or relationship?
- Know little about how to distinguish between healthy and unhealthy and/or abusive relationships?
- Lack communication and negotiation skills?
- Have never defined a context for sex that is personally meaningful?

Youth are rarely asked to think about sex beyond the usual health paradigm of bio-reproduction, disease, and risk avoidance. If young people have never considered what deepening levels of physical intimacy mean to them (and how to discern if their partner is on the same page) then how are they to make wise sexual decisions and stick to their choices? Sex is not just about bodies, risks, and protection. It's about power dynamics, knowing one's self and one's values, and possessing the skills to navigate this terrain. It is ultimately also about the heart and aspirations.



*Love Notes* takes a health- and heart-based approach to sexuality and provides unique ways to tap motivation. Sexual decision-making is embedded within a rich exploration of intimacy and the development of healthy relationships. Activities guide youth in cultivating their own North Star for sexuality. They are asked to develop goals, boundaries, and a context and pace for sexual intimacy that is responsible, protective of their own aspirations in life, and personally meaningful. Films, music, poetry, and stories are used to inspire and help young people identify their values. They also develop a personal plan for their sexual choices. Medically accurate information on pregnancy, STIs, contraception, and condoms is included. This information is reinforced through films from Scenarios USA, (written by youth and produced by award-winning filmmakers) as well as other visual media, and role-plays on negotiation and refusal skills.

It takes a lot of motivation not to slide into sex and to keep the boundaries and pacing of physical intimacy that one intends. It also takes a lot of motivation to use condoms and contraception correctly and consistently to prevent STIs and pregnancy if sexually active. The unique heart- and health-based approach of *Love Notes* offers some new ways to motivate.

### **A New Message on Pregnancy Prevention**

Many of our pregnancy prevention messages focus on a young person's self-interest in how a pregnancy would negatively affect him or her. *Love Notes* takes a different track. It encourages young people to step outside themselves and look more deeply at the consequences of unplanned pregnancy on children. By placing the child at center stage in the activities, participants see through the eyes of the child the consequences of sliding into an unplanned, first or subsequent pregnancy, and the relationship turbulence that often accompanies it. Examining how an unplanned pregnancy can disadvantage or hurt a child may tap a more powerful and positive source of motivation to more consciously plan to prevent a first or subsequent pregnancy. It helps bring home to young people why it really matters to avoid pregnancy and to wait to have a child (or a second child). Youth learn that doing some of life's big things in a particular sequence really does matter.

In terms of positive youth development, one's love life is never neutral; it's one of the central developmental tasks on the path to adulthood. A troubled love life, especially



linked with unplanned pregnancies, can derail everything. Helping young men and women assess their relationships, choose partners wisely, and acquire the skills and insights for forming and/or maintaining healthy relationships (and later healthy marriages if they choose to marry) can help them be successful. Encouraging deliberate planning for their own sexual decisions can reduce some formidable barriers in their personal lives as young people work toward their goals in education, employment, intimate unions, families, and parenting.

*Love Notes* is dedicated to the success of young people as much as it is to the success and well-being of their children. Clearly, children are affected for better or worse by the parental, partner, and other adult relationships in their families.

### **Young Parents and Co-Parenting Challenges**

The approach embedded in *Love Notes* is especially important for young parents. We should not assume these relationships are all viable, nor all doomed. Some are workable, but these couples need support and skills to make their intentions of staying together a reality and not just wishful thinking. Young parents need guidance for taking a realistic look at their relationship and determining if it's viable or not. If viable and safe, they need to be able to identify what they both need to work on. If not, they need support in leaving safely. This kind of assessment, for which *Love Notes* provides the tools, is important for them as well as for their child's well-being.

Young parents need evidence-based communication and conflict management skills (included in *Love Notes*) to have a chance at a future together. How a couple communicates and handles conflict is perhaps one of the best predictors of how a couple will do over time. But they also need these skills to co-parent, whether they stay together or not.

Young parents need a heavy dose of healthy relationship education. Research tells us that relationship instability and multiple partner fertility is highly likely among these young unmarried parents.<sup>3</sup> Young parents will do better if they can either take a break from relationships on the one hand or work to strengthen their relationship on the other hand, and if they avoid having a second child too soon. Focusing on their child and parenting and pursuing their school and employment goals will benefit themselves and



their child. But also critically important is learning to choose a partner more wisely and cautiously with their next relationship, since most will have subsequent relationships. The skills embedded in *Love Notes* can help young parents slow down the relationship-go-round that is so common as much as it can help those young parents who wish to improve and stabilize their relationship. Their future success and their child's future success will be strongly linked to their ability to form and maintain a healthy intimate relationship, or to at least stay single and away from unstable or destructive relationships as they focus on their own development.

### **An Activity- and Media-Based Approach**

*Love Notes* is packed with lively activities that use real-life relationship, work, and parenting scenarios, written by diverse teens and young adults, that are LGBTQ inclusive. It incorporates popular music, music videos, film, stories, drawing, and sculpting. It appeals to males as much as females. It includes an engaging, interactive workbook where they can apply all the concepts to their own lives. Finally, there is a *Trusted Adult Connection* activity for each lesson to build a bond by communicating with a caring adult or mentor on these very important issues.

*Love Notes* is an adaptation from one other curricula authored by this author. It is *Love U2®: Relationships Smarts PLUS*, a teen relationship curriculum. *Relationship Smarts PLUS* has completed a five-year evaluation involving 8,000 diverse teenagers in the state of Alabama. Researchers from Auburn University conducting the study report sustained gains over time. Findings include increases in students' realistic understanding of relationships and decreases in faulty relationship beliefs, broadened understandings of relationship aggression, and declines in aggression in relationships as compared to those in control groups.<sup>4</sup>

*Within My Reach*, co-authored with Scott Stanley and Galena Kline-Rhoades, is a decision-making and relationship skill program for adults who struggle with disadvantages and who are at risk for poor quality relationships and relationship instability. *Within My Reach* contains the research-based communication and conflict management skills of the nationally acclaimed *Prevention and Relationship Enhancement Program* (PREP) that have been shown to reduce divorce and incidences of physical aggression, while increasing relationship satisfaction and communication. *Love Notes*, as



an adaptation of *Relationship Smarts PLUS*, is listed in the National Registry of Evidence-based Programs and Practices (NREPP), a service of the Substance Abuse and Mental Health Services Administration (SAMHSA). *Within My Reach*, as an adaptation of PREP, is similarly listed.

<sup>1</sup> Barbee, A. P., Cunningham, M. R., van Zyl, M. A., Antle, B. F., & Langley, C. N. (2016). Impact of Two Adolescent Pregnancy Prevention Interventions on Risky Sexual Behavior: A Three-Arm Cluster Randomized Control Trial. *American Journal of Public Health*, 106(Suppl 1), S85–S90. <http://doi.org/10.2105/AJPH.2016.303429>. For the OAH evidence-based list, see <https://www.hhs.gov/ash/oah/sites/default/files/ebp-chart1.pdf>

<sup>2</sup> Child Trends Research Brief (October 2009) *Telling It Like It Is: Teen Perspectives on Romantic Relationships*. [childtrends.org](http://childtrends.org)

<sup>3</sup> McLanahan, S. "Family Instability and Complexity after a Non-Marital Birth" in Carlson, M. & England, P. editors. *Social Class and Changing Families in an Unequal America* (Stanford University Press, 2011; for a compilation of research articles on various aspects of fragile families see "Fragile Families" in *The Future of Children* (Princeton-Brookings) Vol. 20, Number 2, Fall 2010.

<sup>4</sup> For more information on the *Relationship Smarts Plus* study (principal investigator Dr. Jennifer Kerpelman, Auburn University) see [DibbleInstitute.org/?page\\_id=2942](http://DibbleInstitute.org/?page_id=2942)

To make teaching *Love Notes* easier, it has been aligned to the national Sex Education, Health, and Family and Consumer Sciences standards. *Love Notes* has also been aligned with Positive Youth Development standards. You can find all alignments on the *Love Notes* landing page at [DibbleInstitute.org/love-notes-3/](http://DibbleInstitute.org/love-notes-3/)



## Instructor Tips

Each lesson of *Love Notes* is packed with activities and plenty of information to aid the instructor in delivering the lessons. It is designed and organized to be user-friendly and does not require training, although training is extremely helpful and available upon request. Background information, preparation, materials list, step-by-step directions, as well as suggested scripts and talking points in italics are provided. All handout masters for lessons can be found at the end of each lesson. Activity cards on colored card stock are located and labeled with their lesson number at the back of the manual. We recommend that you cut and place the activity cards in a Ziploc bag or container.

An important feature of *Love Notes* is the use of images, music, film, and video clips, most of which are contained right inside the PowerPoint slides for each lesson. Although we have an array of diverse young people represented in the slides, the PowerPoint slides can also be customized with photos that better represent the population you serve. You may replace any image with a photo you own the copyright to. Several video clips used in the lessons will be directly embedded within the PowerPoint slides. There are also numerous music videos, songs, YouTube clips and short Ted Talks that are hyperlinked within the lesson's PowerPoint slides. The PowerPoint slides and duplicate masters are accessed via a digital download page at [DibbleInstitute.org/LN4](http://DibbleInstitute.org/LN4). Easy to follow directions are found in the manual and on the web page, but a Dibble representative can guide anyone through the downloading process if needed. This download will also contain duplicate masters for activity cards and handouts. You will find viewing each lesson's PowerPoint presentation and previewing the embedded or linked media as you read through a lesson valuable in helping you prepare to deliver the lesson. The *Video and Resource Guide* offers an overview of these resources and where they are used. Note that some of the music videos contain explicit language, but all have been chosen because of their positive message and ability to inspire and speak to aspirations.

The *Love Notes Participant Workbook* is an essential component of this program. Workbooks are purchased in bulk order from The Dibble Institute. The workbook gives young people an opportunity to review, reflect, and apply what they have



learned in each lesson to their own lives. The more they work these concepts into their own experiences, the more they can benefit from this curriculum. Each workbook application has been carefully designed to reinforce key concepts and skills. The final application, *Success Planning*, is the capstone application. It helps them synthesize what they've learned and then integrate it into their own personal success plan. Let participants know this workbook is for them and you will not be reading their entries. You can assure accountability and privacy by holding periodic workbook checks. To check for completion, quickly page through their workbooks to ensure they have completed the exercises. A classroom teacher can offer credit and points for completion. A leader in a community-based program can offer prizes or incentives for completion. The workbook check can be done quickly—at one time or periodically. Some instructors have found it useful to keep the workbooks on site for the duration of the program to ensure participants have them for use in each session.

The *Primary Colors Personality Tool* is also an essential resource for Lesson 2. This four-page booklet is ordered in bulk from The Dibble Institute. In the pocket of the manual you will find a sample *Love Notes Participant Workbook* and a *Primary Colors Personality Tool*.

The activities in *Love Notes* are varied. They include role-plays, drawing, sculpting, and games that are designed to teach and reinforce the concepts with real-life scenarios young people can relate to. The scenarios, poetry, and stories have all been written by diverse youth. The images in the PowerPoint slides, as well as language in the lessons and scenarios, are inclusive in terms of sexual orientation. Preview the scenarios in the activity cards. Select which to use according to what is best for your audience, cultural context and institutional requirements or community standards. Feel free to tweak, add or delete any scenarios or resources as needed. Consider having music playing as students enter the room, when they leave, and during some activities. Music engages emotions and creates a welcoming atmosphere for youth. It is an important medium for youth, and it is a powerful way to connect with them. Also ask participants to bring in music that relates to the themes on hand on a regular basis.

Highly recommended is the film *Antwone Fisher*, introduced at the end of Lesson 1. This film frames the entire program—it represents every concept in *Love Notes*. We recommend playing the opening scenes (8 minutes) at the end of the first session



and then using one of the suggested options for participants to view the rest of the film. Experience has taught how powerful a tool it is in hooking youth into the program and then being able refer to it throughout. *Antwone Fisher* can be rented or purchased on internet sites such as Amazon.

Lesson 11, *Let's Talk About Sex*, uses a short film, *Toothpaste*, from Scenarios USA, which can be found on YouTube. The film deals with sexual decision-making and healthy relationships. Activities are designed around this very engaging film. The script was written by youth and produced by award-winning Hollywood filmmakers. Lesson 12 uses *Reflections*, also produced by Scenarios USA and found on YouTube or Amazon, to address HIV, condom negotiation, and unhealthy relationships. Alternatively, you can use *Who Do You Know?* to address HIV. That video is embedded directly into the PowerPoint slides.

Lesson 13, *Through the Eyes of the Child*, is a unique and powerful approach to pregnancy prevention (primary and secondary). It brings together all the elements of the curriculum. This lesson will take more than one hour and we urge you not to skim on this very important capstone lesson. If you are up against time constraints, the author is available to discuss where to cut in the curriculum given your population and their needs.

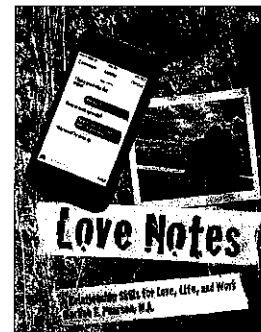
Finally, we strongly encourage you to make full use of the *Trusted Adult Connection* activities that accompany each lesson. We believe the effectiveness of this program will be amplified if participants are able to discuss the information and skills they are being exposed to with a trusted adult or parent. The connection activities are meant not only to convey core content to the participants' trusted adult, but also to serve as conversation starters and extenders. They invite that trusted person to add their words of wisdom. In the first lesson, there are directions for helping participants identify a trusted adult and for the instructor to know if help is needed in finding such a person.

We hope you'll find these lessons easy to use. We welcome your comments, questions, or suggestions for improvement. Please feel free to contact a Dibble Institute representative who can connect you with the author, either by phone at 800-695-7975 or email at [relationships@DibbleInstitute.org](mailto:relationships@DibbleInstitute.org).



## Video and Resource Guide

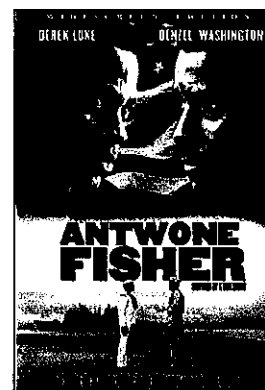
- TITLE:** Love Notes Participant Workbook
- LOCATION:** Available in bulk order from The Dibble Institute
- NOTES:** The *Love Notes Participant Workbook* is an essential component for the effectiveness of this program. The workbook gives young people an opportunity to review, to reflect, and to apply what they have learned in session to their own lives. The more they work these concepts into their own experiences, the more they may benefit from this curriculum. Each workbook application has been carefully designed to reinforce key concepts and skills.



- TITLE:** Love Notes PowerPoint Slideshow
- LESSON:** Each lesson has a slideshow
- LOCATION:** Available via digital download at [DibbleInstitute.org/LN4](http://DibbleInstitute.org/LN4)
- NOTES:** Aside from image-laden slides to help deliver the lesson, important video clips are embedded directly into the lesson's slideshow. In addition, a number of music videos, songs, YouTube clips, and Ted Talks are hyperlinked within a lesson's PowerPoint show. Contact a Dibble representative if you have any trouble accessing them.



- TITLE:** Antwone Fisher: *Film*
- LESSON 1:** Relationships Today
- LENGTH:** First 3 scenes - 8 minutes for Lesson 1. Viewing options suggested for entire 120 minute film.
- LOCATION:** Rent or purchase from internet sites such as Amazon.
- TOPIC:** Self-awareness, examining and healing past hurts, healthy relationship skills, intimacy and pacing, success sequence, anger regulation
- NOTES:** This is a hopeful portrayal of one young man's journey of healing from childhood trauma and who ultimately develops a healthy love relationship. The film engages participants from the start and provides a frame of reference for every concept addressed in *Love Notes*.





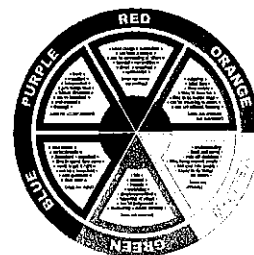
**TITLE:** Primary Colors Personality Tool: *Personality assessment*

**LESSON 2:** Knowing Yourself

**LOCATION:** Sample in pocket of manual. Bulk orders from The Dibble Institute

**TOPIC:** Personality style, knowing yourself

**NOTES:** The *Primary Colors Personality Tool* is an essential component for Lesson 2. It is designed to help participants learn more about personality style and how it relates to relationship and personal growth challenges. Clear, simple, and fast, this tool is fun while building greater awareness of self and of how style impacts relationships.



**TITLE:** No More Drama, by Mary J. Blige, or Not Afraid, by Eminem, or Starting Over, by Macklemore: *Music videos*

**LESSON 2:** Knowing Yourself

**LOCATION:** Hyperlinked in the PowerPoint slides. Select one.

**LENGTH:** 3–4 minutes

**TOPIC:** Self-image, relationship decision-making, life decisions

**NOTES:** A music video is played after the activities on baggage: i.e. examining one's past and deciding what to change, what to strengthen or leave behind. All are visually explicit, but with a powerfully positive message of change.



**TITLE:** The Science of Love: *YouTube clip*

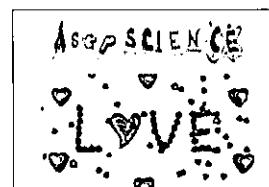
**LESSON 4:** Attractions and Starting Relationships

**LOCATION:** Hyperlinked YouTube clip in PowerPoint slides.

**LENGTH:** 3 minutes

**TOPIC:** Romantic attractions; feelings and behaviors

**NOTES:** Engaging and colorful lecture doodle on the neurochemistry of romantic attraction produced by highly-acclaimed asapSCIENCE Productions.





**TITLE:** Dating Violence YouTube clips

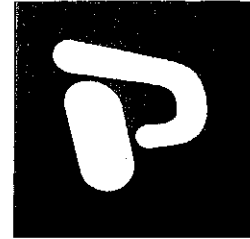
**LESSON 7:** Dangerous Love

**LOCATION:** Clips embedded in PowerPoint slides.

**LENGTH:** Varies from 1–2:20 minutes

**TOPIC:** Dating violence

**NOTES:** Three clips: *Respect the Line* (1:25), *Know the Signs* (1:47), and *Teen Dating Violence* (2:21).



**TITLE:** *Because of You* by Kelly Clarkson: Music video

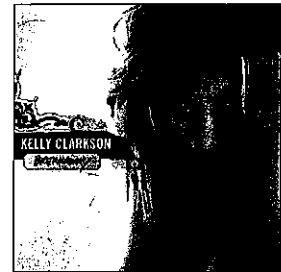
**LESSON 7:** Dangerous Love

**LOCATION:** The music video is hyperlinked in PowerPoint slides.

**LENGTH:** 3 minutes

**TOPIC:** Interpersonal violence; its effect on children

**NOTES:** This music video reminds youth of the long-term effects of relationship violence and how it can become a cycle if it is not addressed. *Because of You*, by Kelly Clarkson, is a moving way to bring home the message about the impact on children and the importance of drawing the line of respect in all relationships.



**TITLE:** *A Call To Men*: Tony Porter

**LESSON 7:** Dangerous Love

**LOCATION:** [Ted.com/talks/tony\\_porter\\_a\\_call\\_to\\_men](http://Ted.com/talks/tony_porter_a_call_to_men), hyperlinked in the PowerPoint.

**LENGTH:** 11 minutes

**TOPIC:** Boys to men, relationship violence

**NOTES:** Tony Porter talks about the kinds of messages that were drummed into him as he was growing up in the South Bronx. Porter's story gives us insights into how a guy could develop a mentality that would lead him to disrespect and abuse females. He also tells how he broke out of that cycle.



**TITLE:** *Consent is Everything*

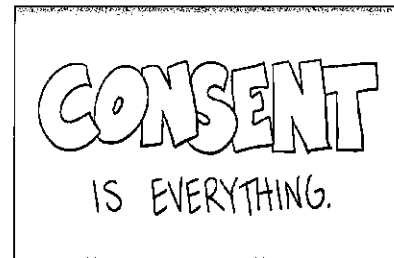
**LESSON 7:** Dangerous Love

**LOCATION:** Hyperlinked in PowerPoint slides.

**LENGTH:** 3 minutes

**TOPIC:** Sexual assault—what is consent

**NOTES:** Clever, animated clip that drives home what consent is not.





**TITLE:** Till It Happens to You by Lady Gaga

**LESSON 7:** Dangerous Love

**LOCATION:** Hyperlinked in PowerPoint slides.

**LENGTH:** almost 5 minutes

**TOPIC:** Sexual assault

**NOTES:** Very powerful. Need to offer a trigger warning if you use it. Important point at end on reaching out for help to caring adults.



**TITLE:** Why Domestic Violence Victims Don't Leave

**LESSON 7:** Dangerous Love

**LOCATION:** Linked to TedTalks in the PowerPoint slides.

**LENGTH:** 15 minutes

**TOPIC:** Intimate partner violence

**NOTES:** A story of how one woman got drawn in by an abuser and how she got out. Powerful, but optional.



**TITLE:** DUI - Decisions Under the Influence: *Short video*

**LESSON 8:** Decide, Don't Slide!

**LOCATION:** Hyperlinked to YouTube in the PowerPoint slideshow

**LENGTH:** 3.50 minutes

**TOPIC:** Sliding into living together

**NOTES:** This colorful and engaging lecture doodle shows how the love chemicals make it easy to slide and underscores the risks of sliding into living together while under the influence.



**TITLE:** Runaway Love, by Ludacris featuring Mary J. Blige: *Music video*

**LESSON 8:** Decide, Don't Slide!

**LOCATION:** Hyperlinked to YouTube in Lesson 8 PowerPoint slides

**LENGTH:** 5 minutes

**TOPIC:** Sliding vs. deciding and risks to children

**NOTES:** This powerful music video shows how children can be hurt when parents do not address serious problems like substance abuse and when they slide quickly into poor love choices with partners that are not safe for their child. Deals with relationship violence and child abuse.





**TITLE:** *Communication: Video clips*

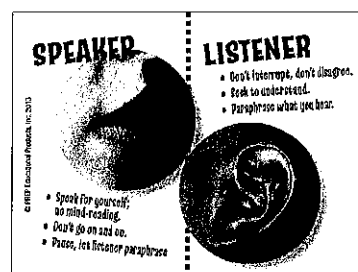
**LESSONS 9, 10:** What's Communication Got to Do With It? and Communication Challenges and More Skills

**LOCATION:** Four video clips are embedded in PowerPoint slideshow.

**LENGTH:** Varies 1 to 10 minutes

**TOPIC:** Communication patterns and skills

**NOTES:** *Communicating Well* (3:33 minutes) is a clip on the patterns that block clear communication. *Anger & Stress* (3:34 minutes) shows what happens inside the brain when stressed and angry. The *Speaker Listener Technique* (10 minutes) uses cartoon characters and real couples to teach this technique. Can use either 5-minute segment. *Hidden Issues* (3:14 minutes) reveals some hidden issues underlying their fight.



**TITLE:** *S.E.X. by Lyfe Jennings: Music video*

**LESSON 11:** Let's Talk About Sex

**LOCATION:** Hyperlinked in PowerPoint slides. See further directions in Lesson 11 if difficulty in finding on YouTube.

**LENGTH:** 2:23 minutes

**TOPIC:** Sexual decision-making

**NOTES:** The music video is used to start Lesson 11. While showing pressures from a partner as well as the popular and peer culture, it has a positive message on thinking about sexual meaning and questioning whether two partners are on the same page.



**TITLE:** *Toothpaste: Short film*

**LESSON 11:** Let's Talk About Sex

**LOCATION:** Available on YouTube.

**LENGTH:** 16 minutes

**TOPIC:** Healthy/unhealthy relationships, sexual decision making, abstinence, condom negotiation, and pregnancy

**NOTES:** Scenarios USA films are written by youth and produced by award-winning Hollywood filmmakers. Two best friends consider taking their relationships to the next level. Their relationships and the decisions they make are as different as the outcomes. Filmed in Mission, Texas.





**TITLE:** *Reflections: Short film*

**LESSON 12:** Let's Plan for Choices

**LOCATION:** Found for free on YouTube or a digital download can be purchased from Amazon.com.

**LENGTH:** 20 minutes

**TOPIC:** Sliding vs. deciding, healthy and unhealthy relationships, HIV, condom negotiation, STD testing

**NOTES:** In another film from Scenarios USA, three best friends learn to take the risk of HIV / AIDS seriously as they navigate their relationships.



**TITLE:** *Who Do You Know?*

**LESSON 12:** Let's Plan for Choices

**LOCATION:** Embedded directly in PowerPoint slides.

**LENGTH:** Full 20-minute version and condensed 11-minute version

**TOPIC:** HIV, STD testing

**NOTES:** This film centers around three teenage guys and addresses myths around HIV, the importance of testing, and the reality of HIV.



**TITLE:** *Dance With My Father, by Luther Vandross: Music video*

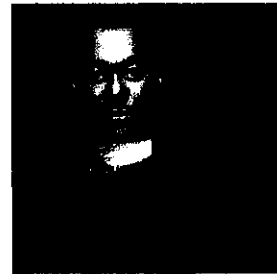
**LESSON 13:** Through the Eyes of a Child

**LENGTH:** 3 minutes

**LOCATION:** Hyperlinked to YouTube music video in PowerPoint slides

**TOPIC:** Positive contributions of fathers

**NOTES:** A song dedicated to what his father meant to him.



**TITLE:** *Emotionless, by Good Charlotte: Music video*

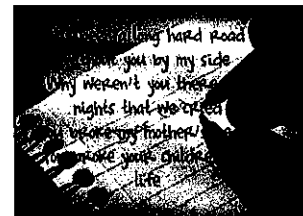
**LESSON 13:** Through the Eyes of a Child

**LOCATION:** Hyperlinked to YouTube song in PowerPoint slides

**LENGTH:** 3:50 minutes

**TOPIC:** Father absence

**NOTES:** Poignant letter from a son about the pain, confusion and difficulties of his father's absence.





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**TITLE:** When I'm Gone, by Eminem: *Music video*

**LESSON 13:** Through the Eyes of a Child

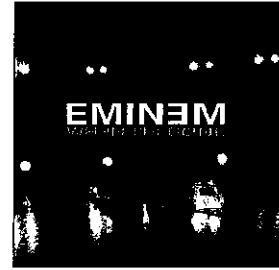
**LOCATION:** Hyperlinked to YouTube music video in PowerPoint slides

**LENGTH:** 6 minutes

**TOPIC:** Fathering and relationship instability

**NOTES:** This music video, written and performed by Eminem, is about his longing to be a good father and the barriers created by relationship instability with his daughter's mother.

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**TITLE:** Just the Two of Us, by Will Smith: *Music video*

**LESSON 13:** Through the Eyes of a Child

**LOCATION:** Hyperlinked to YouTube song in PowerPoint slides

**LENGTH:** 4:30 minutes

**TOPIC:** Single fathers

**NOTES:** Beautiful song of a father's commitment to his child.

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**TITLE:** Perfect, duet by Ed Sheeran and Beyonce

**LESSON 13:** Through the Eyes of a Child

**LOCATION:** Hyperlinked to in PowerPoint slides.

**LENGTH:** 4 minutes

**TOPIC:** This song is meant as part of the closing of the program.

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**From:** TIDWELL, CHASSIE  
**Sent:** Friday, February 22, 2019 11:20 AM  
**To:** Baker, Zack  
**Subject:** Re: Healthy Relationship Education

Thank you for this information. Let me review my calendar and get back to you.

On Thu, Feb 21, 2019 at 4:23 PM Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)> wrote:

Ms. Tidwell,

I hope all is well! I wanted to let you know that since we last spoke we have gained a new curriculum to use call Love Notes. This curriculum is on the evidence based list of curriculums.

Love notes builds skills and knowledge for healthy and successful relationships with partners, family, friends, and co-workers. It is designed to help young people (16-24 years of age) make wise relationship and sexual choices. It is on the list of evidence based programs for teen pregnancy prevention and was rated one of the highest effective program. Love Notes takes a unique approach by focusing heavily on healthy relationships and good communication. It's very interactive and engaging for students! I am attaching some more information on Love Notes to this email (file titled "introduction" and "Table of Contents").

I would love to talk with you more about it and show you some of the lessons! Let me know if you have any questions.

Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

P: 501-666-3243

C: 501-317-0273

E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)





Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



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**Please consider the environment before printing this email.**

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**Chassie Tidwell**  
**Maumelle High School**  
**Counselor (A-Han)**  
**(501)-851-5350**  
**~Energetic Educator**



**From:** Brooks, Andrea  
**Sent:** Tuesday, February 26, 2019 2:09 PM  
**To:** 'baustin7476@pcssd.org'  
**Subject:** HELP  
**Attachments:** community mapping.docx



*Andrea Brooks Ford*  
School Counselor  
Little Rock School District  
4901 Western Hills Ave.  
Little Rock, AR 72204

[andrea.brooks@lrsd.org](mailto:andrea.brooks@lrsd.org)  
501.447.6904 office  
501.447.6901 fax

[LRSD.org](http://LRSD.org)

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My school community is from all over the city, we are zoned but a lot of students are on alternate assignments (when their assigned school is full they are assigned to another school with bus transportation) or on TNT (when a parent doesn't want their child to attend their assigned school and they choose another school but has to provide own transportation to school) assignments. So, I choose to define my community as the city of Little Rock. Little Rock is a great city that has amenities and services and is located in central Arkansas. The name Little Rock came La Petite Roche (the little rock in French). The rock formation can still be seen at the Riverfront Park in downtown Little Rock. Little Rock gained a lot of attention when desegregation happened in 1957 known as The Little Rock Nine. Little Rock has a lot to offer if you like the outdoors, such as Pinnacle Mountain. Pinnacle Mountain is the largest mountain in the area surrounded by the dense forest. If you are not a hiker or biker, you can enjoy the many lakes and streams to go fishing, swimming, camping, and kayaking. Little Rock was the home of President Bill Clinton. The William J. Clinton Presidential Library and Museum are also located in Little Rock. We have many notable people from Little Rock; Keith Jackson the former professional football tight end. Keith also is the founder of P.A.R.K (Positive Atmosphere Reaches Kids). Bill Clinton who served as President of the United States.

Little Rock has different assets that provide a lot of assistance to my families. I got to meet a lot of people finding resources all over the greater Little Rock area. The Little Rock Housing Authority provides housing to low income families, rent is free to most and a small cost to families that make a certain amount of money a month. Little Rock Parks and Recreation centers have a rich heritage and are strategically located to residents of all ages in the city of Little Rock. These Centers provide after school care for an annual fee of \$79. The students receive tutoring plus can participate in the sporting activities such as, cheerleading, basketball, softball, soccer,



and gymnastics at a reasonable price, no more than \$50 per sport. P.A.R.K. is a non-profit organization that also provides after school and summer program which operates Monday-Friday the entire year. Students enter the program in the eighth grade. The program is a five-year commitment to help ensure students graduate from high school. Another resource is Women, Infant, and Child (WIC) provide families with food for a pregnant, breastfeeding, and non-breastfeeding postpartum women, and once she has the child WIC provides formula for the baby up to 12 months. WIC is given until the child is 5 years old as long as the family meets the income guidelines. WIC also provides vouchers to families to purchase fresh fruits and veggies. Mental Health Agencies provide extra therapeutic services to families while the child is at school, family sessions are also conducted at school. It paid for through Medicaid. Central Arkansas Transit (CAT) provides bus transportation and families that receives food stamps, and or Medicaid get a monthly bus pass for \$29 and have unlimited usage. Department of Human Services (DHS) provides services to low income families a plethora of resources. Supplemental Nutrition Assistance Program (SNAP) provides food assistance to eligible households to cover a portion of a household's food budget. In addition to food assistance, program provides SNAP recipients with nutrition education, employment and training, and work experience in some cases. ARKids First Health Insurance offers low-income a comprehensive package of benefits. Transitional Employment Assistance (TEA) Program is a time-limited assistance program to help needy families with children become more responsible for their own support and less dependent on public assistance. Child Care Assistance is a program that is available for low-income families. This program provides financial assistance for quality child care. Arkansas Better Chance Program (ABC) program offers high quality early education services to children birth to five exhibiting developmental and socioeconomic risk factors. The local libraries



provide after school for families, they provide one snack and it's free of charge. The Little Rock Salvation Army operates several offices around the Pulaski County area. They provide local residents with a variety of emergency and disaster assistance, including free food, support for housing and lodging and counseling to help meet basic human needs. The Single Parent Scholarship fund provides education and financial assistance to single parents. The scholarship can be used to cover emergencies and other education bills. One really neat resource is Relyance Bank; they give students a voucher of \$25 to start a savings account.



I present to you this School, Community, and Social Service Resource Directory. In this directory you will find organizations and service providers for Little Rock School District, Pulaski County, and more. This information has been compiled to provide principals, assistant principals, counselors, social workers, nurses, teachers and other school personnel with a pool of readily accessible information referencing resources available in the district and the greater Little Rock area, as well as other parts of the state, that serve our children, youth and their families.

This document is not intended to be a complete listing of every community resource, but will provide a list of well-established services and resources available within the greater Little Rock area, and our school district.



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# **Little Rock School District**



Please see agencies listed below that provide mental health services for schools in the Little Rock School District, for more information please contact Lisa Williams @ 501-447-7384 or [lisa.williams@lrsd.org](mailto:lisa.williams@lrsd.org)

### **BRIDGES OUTPATIENT 501-771-1500**

Outpatient treatment may be an option when a person has psychiatric problems such as depression, anxiety, chemical dependency or other issues. While outpatient treatment may be less disruptive to a daily life, our seasoned mental health professionals provide high quality care.

Overseen by an expert psychiatrist and serving children, adolescents and adults, the outpatient program known as Bridges provides a multi-discipline approach and may include:

- A small, safe and structured treatment environment
- Psychiatric Evaluation
- Medication Management and Evaluation
- Family Therapy
- Substance/Dependence/Abuse Treatment

### **CENTERS FOR YOUTH AND FAMILIES 501-666-8686**

Offers Mental Health Evaluation/Diagnosis, individual Psychotherapy and family Psychotherapy. Centers' providers will participate in staffing and meetings regarding their clients whenever invited or requested as often as scheduling permits. These meetings include but are not limited to parent-teacher conferences, referral conferences, IEP meetings, annual reviews, and discipline conferences or hearings when appropriate. Participation will occur with parent or guardian's permission as evidenced by the signed release of information. In addition, communication including Centers providers must be relevant to the client's behavior, mental health diagnosis and/or treatment, or utilized in the development of plans, strategies, and techniques for working effectively to improve functioning and ameliorate symptoms.

### **DAYSRING 501-565-8501**

Dayspring services include individual psychotherapy, family psychotherapy, and group psychotherapy for children, adolescents and/or adult clients, medication management, school-based services and nursing home services. These services address numerous client needs such as



psychiatric illness, emotional and behavioral problems, family and interpersonal relationships, life span issues, situational stressors and trauma resolution. The specialty programs such as the school-based services provided during or after school focus on the behavioral and mental health needs of school-aged clients, while working closely with the client's family and school personnel.

#### **FAMILIES, INC. 501-982-5000**

Families, Inc. offers a variety of therapeutic services for all ages on an individual, couple, family and group basis. Through counseling, individuals receive emotional support from a licensed professional, who helps the client work to resolve conflicts with others, understand feelings such as anxiety and depression, and try out new solutions to old problems. The length of treatment, of course, depends on the complexity and severity of problems.

#### **LIFE STRATEGIES COUNSELING, INC. 501-663-2199**

LSCI offers a range of services and options will be discussed following an assessment of the need for mental health services. Services include: Individual mental health counseling, Group therapy, Family therapy, psychiatric evaluation and medication management, Psychological testing, Substance abuse counseling and groups, Support groups, School linked therapy services, mental health paraprofessional intervention, Crisis intervention/Stabilization and Referrals to supportive services and community resources.

#### **LIVING HOPE 501-663-5473**

Living Hope offers intensive behavioral health treatment for seriously emotionally disturbed children and adolescents in public school settings across Central Arkansas. Through collaboration and coordination with local school districts, students have access to an array of professional and para-professional services without leaving their school campus. School administrators work with Living Hope Southeast to provide a safe and confidential setting for clients to receive intensive services from our psychiatrists, therapists, and case managers.



Through this school partnership, Living Hope is able to ensure the safety and success of its clients with minimal disruption to their normal educational activities.

#### **METHODIST FAMILY HEALTH 501-661-0720**

Methodist Family Health offers outpatient treatment services in communities all across the state. Venues of care include community counseling clinics, school-based counseling services, day treatment programs and specialized services such as Kaleidoscope Grief Center.

#### **NEW BEGINNINGS BEHAVIORAL HEALTH SERVICES 501-663-1837**

New Beginnings uses treatment plan goals and objectives to determine discharging of consumers. Consumers have an ongoing participation of their treatment plan goals and objectives. Family participation is strongly encouraged and it is New Beginnings belief that services should be holistic in approach. The organization helps facilitate family participation by helping with transportation and in scheduling decisions.

#### **P.A.T CENTER 870-534-4900**

The P.A.T. (people advocating transition) Center offers an array of outpatient services which include: In Home Counseling, Community Rehabilitation, Individual Outpatient Therapy, Anger Management, Family Therapy, Group Therapy, School Based Services, Substance Abuse Group, Sexual Abuse Group and more. Referrals are accepted from parents, DHS, schools, courts, and other child care agencies.

#### **PATHFINDER, INC. 501-982-0528**

Pathfinder, Inc. is a School-Based Behavioral Health Services that believes in a cooperative effort with the public schools to improve service to children/youth with serious emotional and/or behavioral disorders. The target population focuses on adolescents at risk of possible hospitalization, or removal from the traditional classroom setting, and possible long term residential treatment.

#### **THE POINTE 501-603-2147**

Pinnacle Pointe Behavioral HealthCare has provided mental health services to families in Arkansas and surrounding states since 1991. They specialize in programs for children ages 5-17 with individualized treatment for each child. Their mission is to provide a safe, secure and



nurturing environment and believe that early intervention is key to a child's success. Some of their services include inpatient services - acute and residential, outpatient services, community-based services, day treatment school, and professional and community education.

## **PROFESSIONAL COUNSELING ASSOCIATES 501-221-1843**

### **Child and Adolescent Service System Program**

PCA is the "lead agency" for CASSP (Child and Adolescent Service System Program) in Lonoke, Prairie, and North Pulaski Counties. For children with severe emotional disturbances, or children with emotional problems whose needs require services from several different agencies or State departments, PCA arranges a multi-agency staffing to coordinate services. The following services are available to children, adolescents and their families:

- School-Based Services public schools and Head Start classrooms.
  - Children's Case Management is available at all our clinics. Parents Brochure
  - Wrap Around services to meet needs that insurance does not cover, including rewards for improved behavior.
- 
- In Lonoke County our PROMOTE program serves youth who are at-risk or involved with the Division of Youth Services.

## **UAMS/PRI STRIVE 501-771-8261**

Counseling services are conducted by trained clinicians (most are Master's level) and supervised by licensed clinicians (LMHC). Services are available in-home individual and family therapy, in-school assessment, individual and /or group therapy and consultation. Individual therapy is available as needed to enhance treatment of the client. Services also include behavioral system reconstruction.

## **UNITED FAMILY SERVICES 501-244-0062**

This service provides individual, group, and family therapy to juveniles and their families referred by the court system, as well as aftercare clients, as designated. All services are delivered by qualified, licensed mental health professionals. The purpose of the program is to provide individuals and families an outlet for addressing issues that affect their level of functioning in the community. Consultation with the referral source is also provided, as needed.

## **THERAPEUTIC FAMILY SERVICES 501-332-4400**

Participants are assessed by clinically trained staff to ascertain a mental health diagnosis. THS mental health clinicians partner with participants to develop a treatment plan that addresses the participant's individual needs. THS mental health clinicians determine if the participant needs a



referral to other services THS has to offer, such as individual, group and family Counseling. THS mental health clinicians address the appropriate modality of counseling the participant needs. Services like counseling and case management are provided through outreach to and engagement with the participant's school.

### **YOUTH HOME 501-821-5500**

Youth Home provide mental health services to Little Rock School District eligible students during regular school hours Monday through Friday. This includes any direct school-based mental health service provided in a school setting. Individual therapy, family therapy, case management, group therapy, crisis intervention, collateral contacts, clinical consultation, medication management, case coordination, interagency staffing and teacher/school staff education.

### **RIVENDELL 1-800-264-5640**

Rivendell is a behavioral health organization that provides a full continuum of mental health services for adults, adolescents and children, including inpatient hospitalization, long-term inpatient treatment, partial hospitalization, and outpatient services provided in a traditional office setting, school or home. Rivendell also provides educational day treatment for students experiencing difficulty in public schools, but in close coordination with the home school.

### **SAFE PLACES 501-374-7233**

Safe Places is a non-profit organization working to help children and families throughout Arkansas. Ninety-nine percent of services are free of charge to victims of sexual assault, family violence, child abuse, human trafficking and other forms of violence. Services include individual and group support, advocacy, counseling, education/training, referral services and specialized therapies.

### **UAMS MEDICAL CRISIS AND LOSS CLINIC 501-526-8100**

The experience of a life-threatening illness or death of a family member can be emotionally disruptive to a child's development, as well as to the child's entire family. Frequently, children experiencing problems in adjusting to loss or serious illness may demonstrate difficulties including increased sadness and anxiety, withdrawal from friends, decreased school achievement or medical non-adherence. The Medical Crisis and Loss Clinic was developed to assist children and families in coping with loss and change. It is a short-term intervention focused on improving long-term adjustment.



The clinic is intended for parents, whose child has died, or children and adolescents who:

- Have experienced the death of a family member or close friend from an illness,
- Have experienced a loss of function from physical trauma, or
- Have difficulty coping with the diagnosis of a chronic or life-threatening illness.



*Pulaski County*



## ABUSE

### Adult Protective Services

1-800-482-8049

Child Protective Services (Hotline) 1-800-482-5964

Arkansas Attorney General's Office  
Hotline 1-800-482-8982

Women and Children First (battered  
women) 501-376-3219 or  
1-800-332-4443  
(Emergency crisis line)

Provide shelter and a 24-hour crisis  
hotline for survivors of family  
violence, they also help women and  
their children find long term housing.

## ADULT DAYCARE

St. Luke's Respite Care Center 501-753-4281  
(Thursdays)

4106 JFK Blvd., NLR

Central AR Area Agency on Aging 501-372-5300  
Carelink



	706 W. 4 <sup>th</sup> St., NLR	
	SCAT (Senior Citizens Activities Today)	501-374-0123
	Heart of Arkansas United Way	501-376-4567
<b>AIDS</b>	HIV Services Program Coordinator 4815 W. Markham, Little Rock	501-661-2503
	CDC	1-800-458-5231
	AIDS Clinical Trials Info Service (1-4pm)	1-800-TRIALS-A
	AIDS Treatment Drug Info.	1-800-822-7422
	Deaf Access AIDS Hotline	1-800-243-7889
	Spanish AIDS Hotline	1-800-344-SIDA
	National HIV & AIDS Hotline	1-800-232-4636
	Arkansas Aids Foundation	501-374-2898
<b>AIDS Testing</b>	Planned Parenthood	501-666-7526
	Pulaski County Central Health Unit	501-280-3125
<b>ALCOHOL &amp; OTHER DRUG ABUSE</b>	Quapaw Ark Detox	501-686-9393
	Integrated Health Care #5 Shackelford Plaza, Little Rock	501-227-7305
	Little Rock Compassion Center 3618 Roosevelt Road (for men only)	501-296-9114
	Women, Children & Men	
<b>Detox Centers</b>		
<b>In-Patient</b>	GYST House, 24 hours 8101 Frenchmons Lane	501-568-1682`



	Recovery Centers of Arkansas	501-372-4611
	1201 River Road, North Little Rock	
	Ouachita County Hospital	870-836-1289
	638 California Ave., Camden	
<b>Out-Patient</b>	Alcoholics Anonymous (24 hours)	501-664-7303
	Big Brothers Big Sisters of Central Arkansas	501-374-6661
	<ul style="list-style-type: none"> <li>Ms. Renee Burks, Project Director</li> </ul>	501- 375-0906 - Fax
	312 W. Pershing	
	North Little Rock, AR 72114 FAX:	
	PSP EMAIL: <a href="mailto:rburks@bbbsca.org">rburks@bbbsca.org</a>	
<b>Out-Patient (cont.)</b>	Family Service Agency	501-753-0202
	629 W. Broadway (Drug & alcohol abuse program)	
	Greater Second Care Center, Inc.	501-569-9988
	<ul style="list-style-type: none"> <li>Mr. Fred Harvey, Project Director</li> </ul>	501- 570-0000 - Fax
	After School Care	
	5615 Geyer Springs Rd.	
	Little Rock, AR 72209	
	PSP EMAIL:	
	<a href="mailto:fharvey@greatersecond.org">fharvey@greatersecond.org</a>	
	CLFC@greatersecond.org	
	Kiwanis Activities, Inc. (DBA)	



Pfeifer Kiwanis Camp

- Mr. Sanford Tollette, Project Director 501-821-3714
- Ms. Binky Martin-Tollette, Assistant Director 501-821-3714

5512 Ferndale Cutoff

Little Rock, AR 72223

FAX:

PSP EMAIL: 501-8212629

sanford@pfeifercamp.com

**Website:**

<http://www.pfeifercamp.com/>

[binky@pfeifercamp.com](mailto:binky@pfeifercamp.com)

[jpkcamp@pfeifercamp.com](mailto:jpkcamp@pfeifercamp.com)

Professional Counseling Associates 501-955-7600

UAMS Substance Abuse Treatment Clinic 501-526-8400

4301 W. Markham, Little Rock

Serenity Park – Male and Female Facility 501-663-7627

2801 W. Roosevelt, Little Rock

The Bridgeway 501-771-1500

21 Bridgeway Road, North Little Rock

CPC Pinnacle Pointe Hospital 501-223-3322

11501 Financial Center Parkway,  
Little Rock

**Information**

Prevention Resource Center, Family Service Agency 501-372-4242



	Reynold's Institute	501-686-6219
	UAMS, 2 <sup>nd</sup> Floor	
	Evaluation by doctors and formulation of a treatment plan including the patient and the family.	
	Arkansas Department of Health	501-661-2336
	4815 W. Markham	
	(To get copies of certificates for persons who were born or who died in Pulaski County)	
<b>ALZHEIMER'S DISEASE</b>	World Services for the Blind	501-664-7100
	(Also known as AR Enterprises for the Blind mobility training, preparation for independent living)	
<b>BIRTH AND DEATH CERTIFICATES</b>	World Services for the blind (Also known as AR Enterprises for the Blind mobility training, preparation for independent living)	501-661-2336
<b>BLINDNESS</b>	State Library for the Blind and Physically	501-682-1155
	Handicapped	
	(Free large print books for loan, cassettes, records, Braille materials and equipment. Request must be filled out by a healthcare provider.)	



<b>BUS TICKETS</b>	CAT (Central Arkansas Transit)	501-375-1163
	Salvation Army	501-374-9296
<b>CANCER</b>	American Cancer Society  (Promotes early detection and treatment of cancer, provides services to patients and their families)	501-666-5409
	CARTI (Central AR Radiation Therapy Institute)	501-664-8573
<b>CHILD DAYCARE</b>	Division of Child Care & Early Childhood Education  (Provides free information to parents to help them locate childcare services in the state 8:30 am – 4:30 p.m., Monday-Friday)	1-800-445-3316
	St. Augustine Center for Children  1410 E. 2 <sup>nd</sup> Street, NLR  (Serves 3-5 years, sliding scale fee)	501-378-0940
	Hunter Child Care Center  3301 Romine Road  (Serves 6 weeks – 12 years, sliding scale fee, before and after school care)	501-225-7683
	AR Advocates for Children and Families	501-371-9678
	Big Brothers/Big Sisters	501-374-6661
<b>CHILDREN AND YOUTH SERVICES</b>	Quapaw Boy Scouts of America	501 664-4780
	Boys and Girls Club of Central Arkansas	501-666-8816



NLR Boys Club	501-945-3162
Girl Scouts	501-758-1020
Arkansas for Drug-Free Youth	501-375-1338
Arkansas Advocates for Children and Families	501-371-9678
Arkansas Association for Hearing-Impaired Children	TDD 221-1330 501-221-2635
Arkansas Early Childhood Association	501-227-3600
Arkansas Easter Seal Society	(800) 482-8858
Arthritis Foundation Hot Line	501-666-8686
Center for Youth & Families	507- 287-2020
Child Care Referral	800-426-5678
Child find Hot Line	800-422-4453
Child Help USA	501-682-1001
Child Protective Services	501-225-0997
Kidsource	501-666-8777
Learning Disabilities Assoc. of Arkansas	501-663-3100
March of Dimes Birth Defect Foundation	800-843-5678
National Center for Missing &	800-442-4673



**CHILDREN AND YOUTH  
SERVICES (Support Groups)**

Exploited Children	501-374-1011
National HOPEline Network	501-666-6833
New Futures for Little Rock Youth	800-235-0002
Parent Center	501-340-6688
Health Information Hot Line	
Pulaski County Youth Services	501-821-5500
Youth Home, Inc.	501-375-1338
Arkansas YouthLeadership Initiative	501-364-1100
Arkansas Children's hospital Adolescent & Young Adult Clinic	501-374-6661 501-666-8686
Big Brothers/Big Sisters of Pulaski County, Inc.	800-786-2929
Centers for Youth & Families	501-374-1011
National Runaway Safeline	501-562-5223
New Futures for Youth	
P.A.R.K.	501-666-7233 800-248-8336
Shelter for Homeless & Runaway Children	666-6833 Ext. 3136
Teen LifeLine	501-771-5511
Teen Obstetric Prenatal Parenting (TOPPS)	501-376-4567
Transitional Living Program &	501-378-0176



Youth Emergency Shelter  
United Way First Call for Help  
Watershed Human & Community  
Development Agency

**CLOTHING**

St. Francis House 501-664-5036  
2701 Elm Street

Watershed II 501-378-0176  
3701 Springer Blvd.

Goodwill Industries of Arkansas 501-372-5100  
1110 West 7<sup>th</sup>, Little Rock, AR 72201

**CONSUMER ADVOCACY**

Arkansas Community Organization 501-376-7151

Arkansas Better Business Bureau 501-664-7274

Public Service Commission 501-682-2051

Attorney General's Office 501-682-2007

**CONSUMER  
COUNSELING**

Consumer Credit Counseling 501-753-0202  
8am – 5pm

**COUNSELING  
SERVICES**

Child Study Center 501-364-5150

UAMS 5:30am – 5:00pm

Centers for Youth and Families 501-666-4949

Outpatient Counseling Center

5905 Forest Place, Suite 100



**CRISIS/EMERGENCY  
SERVICES**

Salvation Army	501-374-9296
Women & Children First	501-376-3219
Poison Control and Information	501-686-6161
Center for Youth Emergency Shelter	501-666-7299
Arkansas State Police Child Abuse Hotline	800-482-5964

**DRUG COUNSELING/  
TREATMENT**

Baptist Health Rehabilitation Institute Recover Care Unit 9601 I-630, Exit 7 Hoover Center/Black Community Developers Center 4000 West 13th Street Little Rock, AR 72204 Residential and Outpatient Treatment Services, Partial Day	501-202-7000  501-663-9621
Recovery Centers of Arkansas Riverbend 1201 River Road North Little Rock, AR 72114 Website: <a href="http://www.rcofa.org">www.rcofa.org</a>	Carole Baxter, Executive Director Phone: 501-372-4611 Fax: 501-372-1801 E-Mail: <a href="mailto:cbaxter@rcofa.org">cbaxter@rcofa.org</a>
RCA-Williamsburg 6301 Father Tribou St., Little Rock, AR 72205-3003 (Outpatient Treatment Services)	Carole Baxter, Executive Director  Telephone: 501-372-4611 Fax: 501-372-1801 E-Mail: <a href="mailto:cbaxter@rcofa.org">cbaxter@rcofa.org</a>
Serenity Park, Inc. & Serenity Home 2801 W. Roosevelt Road Little Rock, AR 72204 Website: <a href="http://www.serenitypark.org">http://www.serenitypark.org</a> (Residential Treatment Services for Males & Females) (Gender Separate) Partial Day Outpatient (Male & Female)	Larry Gaines, Executive Director Billy Deluca, Administrator Phone: 501-663-7627 Toll Free: 866-699-7627 Fax: 501-663-2859 E-Mail: <a href="mailto:serenitypark@comcast.net">serenitypark@comcast.net</a>

**EDUCATION**

Arkansas Literacy Council	501-907-2490
Pleasant Hill AME Church, Free Tutoring	501-490-0267
Literacy Action of Central Arkansas	501-372-7327
Youth Challenge (AR National Guard)	501-212-5565
	501-372-1547



## **ELDERLY**

### **General Information**

Arkansas Baptist Adult Education Center 501-353-1449

North Little Rock Location

[www.seniorcorps.gov](http://www.seniorcorps.gov) (Foster Grandparent) 501-372-5300

Central AR Area Agency on Aging

706 W. 4<sup>th</sup> Street, NLR

*(Good I & R for the elderly, covering Pulaski, Saline, Lonoke, Faulkner, Monroe, & Prairie Counties)*

Jacksonville Senior Wellness & Activity Center 501-982-7531

(SCAT) Senior Citizens Activities Today 501-374-0123

1800 S. Broadway

Life Quest, NW Little Rock area 501-225-6073

### **Advocates**

Care Links 501-372-5300

*(Assistance to the elderly living at home in the following areas of need: neglect & exploitation, Social Security, SSI, food stamps, private pensions, and veteran's benefits.)*

National Council on Aging 1-800-424-9046

### **Employment**

Care Link 501-372-5300

*(Employment opportunities for those 55 and older in Pulaski, Saline, Lonoke, Faulkner, Monroe & Prairie Counties)*

SCORE (Sr. Corp of Retired Persons) 501-324-7379

*(Matches retired executives with agencies which can benefit from their expertise)*



<b>Eye Care</b>	Eye Care of America	1-800-222-3937
	(Free care to detect and treat blindness (elderly only). This does not cover exams for eyeglass prescriptions.) <a href="http://www.eyecareamericalorg">www.eyecareamericalorg</a>	
<b>Food/Meals</b>	Meals on Wheels (Care Link)	501-372-5300
	SCAT (Sr. Citizens Activities Today)	501-374-0123
	(Activities, meals, crafts, & recreation)	
	Food Stamps	501-682-1001
	(If a client receives SSI, he/she is eligible for food stamps. Any local Sr. Citizen's center can help with application)	
<b>Home Maintenance</b>	Park Hill Baptist Church Small Maintenance Repair Team	501-753-3413
	201 East C Street, NLR	
<b>Medicaid</b>	Medicaid can be granted to anyone receiving SSI. It helps to pay for hospital and personal care. Proof of SSI is required when filing.	501-682-8233
	Carelink Live In/Sitter Program	501-372-5300
<b>Respite Care</b>	St. Luke's Respite Care	501-753-4281
	4106 JFK Blvd.	
	St. Vincent Home Care	501-663-7198
	6701 W. 12 <sup>th</sup> Street	
	(For someone to stay with homebound patients)	
	Visiting Nurse Association	501-664-4933
	6071 W. 12 <sup>th</sup> Street	



	(In-homecare, nutrition, counseling, speech, physical, & occupational therapy, support and social work consultation)	
	Central AR Home Health Agency	501-661-2614
<b>Senior Citizen's Center</b>	Camp Aldersgate	501-225-1444
	2000 Aldersgate Rd.	
	Campus Towers Housing Project	501-374-1352
	1101 E. 7 <sup>th</sup> Street, NLR	
	East End Senior Center	501-374-2881
	2500 E. 6 <sup>th</sup> Street	
	Glenview Recreation Center	501-945-2921
	4800 E. 19 <sup>th</sup> Street	
	Heritage House Activity Center for Senior Citizens	501-758-9941
	2301 Division Street, NLR	
	Jacksonville Senior Center	501-982-7531
	100 Victory Circle	
	Maumelle Senior Center	501-851-4344
	Parris Towers Senior Center	501-374-0123
	1800 S. Broadway	
	Willow House Housing Project	501-758-3670
	2500 Willow, NLR	
	Saline Co. Senior Adult Center	501-776-0255
	210 Jefferson Street, Benton	
<b>EMERGENCY</b>	Arkansas Department of Health	501-661-2000
<b>NUMBERS</b>	After Hours	501-661-2136
<b>Pulaski County</b>	Pulaski County Health Department	501-280-3100



Arkansas Children’s Hospital -Emergency	501-364-1185
Baptist Medical Center – Emergency	501-202-2000
DHS Children and Family Services	501-682-2119
Little Rock Police Department	911
North Little Rock Police	501-771-1200
Little Rock Fire Department	501-371-4485
North Little Rock Fire Department	501-340-5377
Poison Control – (UAMS)	1-800-222-1222
FBI	501-221-9100
EPA – National Response Center	1-800-424-8802
(To report toxic chemical and oil spills)	

**EMPLOYMENT  
RESOURCES**

American Indian Center of Arkansas	501-666-9032
1100 N. University #143	
Arkansas Workforce	501-682-2121
5401 South University	
Little Rock, AR	
Salvation Army	501-374-9296
1111 W. Markham	

Watershed II



	3701 Confederate Blvd.	501-378-0176
	Our House 822 Louisiana	501-375-2416
	Florence Crittenton Home (For pregnant teenagers)	501-663-0772
	Job Corps (For those 16-21 years of age, providing training, transportation, and child care)	501-618-2500
	St. Francis House 2701 S. Elm (Occasionally they will help with rent)	501-664-5036
<b>FAMILY PLANNING</b>	Family Planning Clinic (Arkansas Department of Health)	501-280-3340
	Planned Parenthood	501-666-7526
	Arkansas Children's Hospital Adolescent Center	501-364-8336
<b>FINANCIAL COUNSELING</b>	Southwest Health Clinic	501-565-9311
	Consumer Credit Counseling Service 628 W. Broadway North Little Rock	501-753-0202



**FOOD - Groceries**

Camp Aldersgate	501-225-1444
2000 Aldersgate Rd. <i>(FCFH must call Camp Aldersgate and refer the client.)</i>	
Helping Hand	501-372-4388
1601 Marshall  <i>(Closes at 2:00 daily, except Thursday, when it closes at noon.)</i>	
Salvation Army	501-374-9296
1111 W. Markham  <i>(As well as other branches)</i>	
St. Francis House	501-664-5036
2701 S. Elm	
Watershed II	501-378-0176
3701 Springer Blvd.	
Gardner Methodist Church	501-374-9520
18 <sup>th</sup> & Schaer, NLR	
Park Hill Baptist Church	501- 753-3413
201 East C Street, NLR	
WIC (Health Department)	501-661-2508
5800 W 10 <sup>th</sup> , Suite 810	



WIC 501-982-7477  
1321 Hill Street, Jacksonville

**Hot Meals**

Stew Pot 501-372-1804  
First Presbyterian Church, 8<sup>th</sup> &  
Scott St.  
(Monday – Friday, 12:00 – 1:00)

Friendly Chapel Soup Kitchen 501-371-0912  
116 S. Pine, NLR (Monday –  
Friday)

Stone Soup  
Quapaw Quarter Methodist Church, 501-375-1600  
6<sup>th</sup> & Louisiana  
(Hot meal on Sunday, 12:00 - 4:00)

**FUNERAL**

Casework Division of Governor's Office 501-682-2345  
Cremation

**FURNITURE**

\*\*No agency routinely has free furniture. Furniture may be purchased at area thrift stores (such as Salvation Army at 3618 W. Roosevelt, or Goodwill at 1201 W. 7<sup>th</sup>). Occasionally, the following agencies may have furniture to give away:

St. Francis House



501-664-5036

**HEALTH SERVICES**

Adolescent Center 501-364-8336

1201 Bishop, Little Rock, AR

Care for teens age 12-21. Sports  
physical,

Immunizations, counseling.  
Appointments only.

Arkansas Children's Hospital 501-364-1100

800 Marshall, Little Rock, AR 72201

Baptist Medical Center 501-202-7000

Care for sick children. Immunizations  
for preschoolers only. No  
appointment necessary.

Pulaski County Central Health Clinic 501-490-1602

College Station Clinic 501-280-3100

Pulaski County Central Health,  
Little Rock 501-982-7477

Jacksonville Health Clinic 501-280-3340

Health Department Clinic 501-565-9311

Southwest Health Clinic

Planned Parenthood 501-666-7526

St. Francis House 501-664-5036

St. Vincent's Health Clinic East 501-552-4710

UAMS Medical Center 501-686-7000

Westside Free Medical Clinic 501-664-0340



**Infant & Child**

Pulaski County Health Departments 501-380-3100

(See numbers and locations above)

Arkansas Children's Hospital General Pediatric Clinic 501-364-1100

**Child Care Referral Services**

Arkansas Human Services 1-800-445-3316

Child Care Education

Children and Family Services/ Neglect 501-682-8772

Children and Family Service/Childcare 501-682-8590

New Futures for Little Rock Youth 501-374-1011

**HEARING SERVICES**

Arkansas Childrens Hospital Audiology and Speech Clinic 501-364-4319  
4815 W. Markham

Audiology and Speech Pathology 501-569-3155  
5820 Asher Ave. Suite 600

(Adult hearing rehabilitation, hearing evaluation, individual work and counseling, speech therapy, sliding scale fee, and regular fee payment)

Arkansas School for the Deaf 501-324-9506

Arkansas Rehabilitation Services 501-686-2800



Interpreter Referral Service

Outreach Program School for the Deaf 501-324-9523

**HOMELESS SHELTERS**

**Women & Children**

Dorcas House 501-374-4022

823 South Park

(For women and children, average length of stay is 6 weeks; provides shelter, food, clothing, and social work assistance. 24 hour service)

Women and Children First 501-376-3219

(Shelter & support for battered women & children for up to 45 days, 24 hour service)

**Teens**

Centers for Youth and Families 501-666-4949

6425 W. 12<sup>th</sup>

(Crisis counseling, shelter, food & clothing for runaway and homeless youth ages 8-17 in crisis situations for up to 45 days, 24 hour service)

**Families**

Our House 501-375-2416

302 E. Roosevelt

(Food, shelter, clothing, employment, housing assistance to homeless men,

women & children for 30 days, extensions may be granted, check-in: 4:30 – 5:00 pm, emergency check-in til 10:00 pm)



	Salvation Army	
	1111 W. Markham	
	(Food, shelter, employment, and social work counseling for men, women, and children for 5 days, check-in at 4:30)	501-374-9296
<b>Men</b>	Salvation Army Adult Rehabilitation Center	501-374-9296
	3618 W. Roosevelt	
	<i>(Medium termed care of adult men with treatable handicaps such as alcoholism</i>	
	<i>and homelessness.)</i>	
	Union Rescue Mission Transient Lodge	501-376-8470
	615 Magnolia, NLR	
	<i>(Food, shelter, &amp; clothing for men for 3 nights every 10 days, check-in 3:00 p.m. – 7:00 a.m.)</i>	
<b>Services</b>	Homeless Education Program, LRSD	501-447-2988
	501 Sherman Street, Little Rock, AR 72202	
<b>HOSPITALS/ CLINICS</b>	AR Children's Hospital	501-364-1100
	AR Children's Hospital Development Center	501-364-1100
	(Evaluation & therapy for	



developmentally delayed children)

**Free Clinics:**

Harmony Health Clinic, 201 E. Roosevelt Rd., by Appointment only (medical and dental) Monday – Thursday 9am – 3 pm Walk in Accepted only Thursdays 5 – 9pm	501-375-4400
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**HOTLINES**

Suicide	1-800-273-TALK
Child Abuse 1-800-4achild	1-800-422-4453
National Runaway Switchboard	1-800-786-2929
Substance Abuse Hotline	1-855-649-6079
Cocaine	1-844-888-6908
National STD and AIDS Hotline	1-800-448-0440
Arkansas State Health Department	1-800-462-0599
Battered Women	1-802-658-1996
Child Abuse Hotline	1-800-422-4453
DHS Client Assistance	1-800-482-8988
National Highway Auto Safety	1-800-424-9393
Beech-Nut Nutrition for Babies	1-800-233-2468
Product Safety	1-800-638-2772
Alcoholics Anonymous	1-800-ALCOHOL
CDC	1-800-458-5231
American Council for the Blind	1-800-424-8666
Arkansas Trauma Foundation	1-212-772-0608
Cancer Information Service	1-800-4- CANCER
Child Find	1-800IAMLOST
Children's Hospice	1-719-683-2792
American Diabetes	1-800-342-2383



Gambling	1-800-GAMBLER
National Adoption Center	1-800-TO-ADOPT
National Association for Hearing & Speech Action	1-800-638-8255
National Council on Alcoholism	1-800-475-HOPE
National Grief Recovery Insitute	1-800-334-7606
National Brain Injury Association	1-800-444-NHIF
National Health Information Clearinghouse	1-800-336-4797
Parents Anonymous	1-909-621-6184
Co-parenting and Abduction	1-800-A-WAY-OUT
National Rehabilitation	1-800-34-NARIC
Relapse Prevention Hotline	1-866-949-8009
Sexually Transmitted Disease	1-800-227-8922
Shriner's Hospital	1-800-237-5055
Trauma	1-800-556-7890

*(Teens can go to any local hospital that sponsors Operation Safe Place)*

## **HOUSING**

Public Housing	501-324-5931
Little Rock Office	501-758-8911
North Little Rock Office	501-376-7151
ACORN	



**LEGAL SERVICES**

Center for AR Legal Services .....	1-800-950-5817
Little Rock	
Auditor of State	501-682-6030
American Civil Liberties Union	501-374-2660
Arkansas Bar Association	
501-375-4606	
Prosecuting Attorney's Office	
501-340-8000	

**MENTAL HEALTH**

National Alliance for the Mentally Ill	501-661-1548 or 1-800-844-0381
Arkansas Cares	501-771-1500
United Methodist Children's Home 2002 South Fillmore Little Rock, AR 72204	Shari Willding Program administrator Phone: 501-906-4247 Fax: 501-296-1714 Email:swillding@ mthodistfamily.or g
Arkansas State Hospital 4313 West Markham, Little Rock, AR 72201	501-686-8000
Bridgeway #12 Bridgeway Road, NLR Centers for Youth and Families 6101 W. 12 <sup>th</sup> Street (Parent Center)	501-771-1500
Centers for Youth and Families 6601 W 12 <sup>th</sup> Street (Diagnostic counseling for emotionally troubled children)	501-666-8686
Dayspring Therapeutic Mental Health Center	501-666-4949



9914 I-30	
Little Rock, AR 72209	
Little Rock Community Mental Health	501-666-4949
4400 Sheffield	
	501-565-8501
	501-686-9300
Make a Wish Foundation	501-376-4650
	800-235-0002
Parental and Teen Pregnancy Hotline	501-661-2000
State Health Department	501-661-0720
Methodist Family Health	
1600 Aldersgate Rd. #200	
Little Rock, AR 72205	501-223-3322
	501-316-1255
Pinnacle Point Hospital	501-666-3243
11501 Financial Parkway, LR, AR	501-280-310
	501-225-3836
Rivendell Behavioral Health Services	
6724 interstate 30	501-664-0340
Planned parenthood	
Pulaski County Health Department	
Little Rock Family Planning Service	
Catholic Diocese of Little Rock-Adoption	
Services	
UAMS Medical Crisis and Loss Clinic	



<b>PARENTING CLASSES</b>	Center for Youth & Families Parent Center	501-666-6833
<b>PREGNANCY/ HEALTH EDUCATION</b>	Department of Human Services Adoption Service	501-682-1001 800-522-6630
	Florence Crittendon AR Department of Health Promise House (Residential Care for Pregnant teens)	501-376-4791
	Pulaski County Health Department (STD)	501-280-3125
	3915 W. 8 <sup>th</sup> Street, Little Rock, AR Pulaski County Youth Services .....	501-340-8250
	Learning Disabilities Association of Arkansas	501-666-8777
<b>Teenage Parenting</b>	Teen Parent Program Overeaters Anonymous	501-666-6833 479-474-9606
<b>PREVENTION/ EDUCATION</b>	St. Francis House, 24 hours Assistance American Red Cross	501-664-5036 501-748-1000 Or 800-REDCROSS
	Arkansas Advocates for Children and Family CPC Pinnacle Pointe Hospital	501-371-9678 501-223-3322
<b>SUPPORT GROUPS</b>	Teen Hotline	1-800-852-8336



	Women and Children First	1-800-332-4443
	CPC Pinnacle Pointe Hospital	501-223-3322
	Dorcas House	501-374-4022
<b>UTILITY ASSISTANCE</b>	CADC (Central Arkansas Development Council)	501-603-0909
<b>VIOLENT BEHAVIOR</b>		501-372-4242
	Family Service Agency - Anger Management Program and Domestic Violence	
<b>YOUTH HOME</b>		501-954-7470
	Behavioral Health Service of Arkansas Outpatient Phone	501-954-7470



**From:** Brooks, Andrea  
**Sent:** Tuesday, February 26, 2019 2:22 PM  
**To:** 'baustin7476@pcssd.org'  
**Subject:**  
**Attachments:** 2018 Revised Resource Directory.docx



*Andrea Brooks Ford*  
School Counselor  
Little Rock School District  
4901 Western Hills Ave.  
Little Rock, AR 72204

[andrea.brooks@lrsd.org](mailto:andrea.brooks@lrsd.org)  
501.447.6904 office  
501.447.6901 fax

[LRSD.org](http://LRSD.org)

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**Andrea Brooks Ford**

**2018-19**  
**School and Community Resource**  
**Directory**

March, 2018



I present to you this School, Community, and Social Service Resource Directory. In this directory you will find organizations and service providers for Little Rock School District, Pulaski County, and more. This information has been compiled to provide principals, assistant principals, counselors, social workers, nurses, teachers and other school personnel with a pool of readily accessible information referencing resources available in the district and the greater Little Rock area, as well as other parts of the state, that serve our children, youth and their families.

This document is not intended to be a complete listing of every community resource, but will provide a list of well-established services and resources available within the greater Little Rock area, and our school district.

Counseling Department/Student Services Department  
Little Rock School District



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# ***Little Rock School District***



Please see agencies listed below that provide mental health services for schools in the Little Rock School District, for more information please contact Lisa Williams @ 501-447-7384 or [lisa.williams@lrzd.org](mailto:lisa.williams@lrzd.org)

### **BRIDGES OUTPATIENT 501-771-1500**

Outpatient treatment may be an option when a person has psychiatric problems such as depression, anxiety, chemical dependency or other issues. While outpatient treatment may be less disruptive to a daily life, our seasoned mental health professionals provide high quality care.

Overseen by an expert psychiatrist and serving children, adolescents and adults, the outpatient program known as Bridges provides a multi-discipline approach and may include:

- A small, safe and structured treatment environment
- Psychiatric Evaluation
- Medication Management and Evaluation
- Family Therapy
- Substance/Dependence/Abuse Treatment

### **CENTERS FOR YOUTH AND FAMILIES 501-666-8686**

Offers Mental Health Evaluation/Diagnosis, individual Psychotherapy and family Psychotherapy. Centers' providers will participate in staffing and meetings regarding their clients whenever invited or requested as often as scheduling permits. These meetings include but are not limited to parent-teacher conferences, referral conferences, IEP meetings, annual reviews, and discipline conferences or hearings when appropriate. Participation will occur with parent or guardian's permission as evidenced by the signed release of information. In addition, communication including Centers providers must be relevant to the client's behavior, mental health diagnosis and/or treatment, or utilized in the development of plans, strategies, and techniques for working effectively to improve functioning and ameliorate symptoms.

### **DAYSPRING 501-565-8501**

Dayspring services include individual psychotherapy, family psychotherapy, and group psychotherapy for children, adolescents and/or adult clients, medication management, school-based services and nursing home services. These services address numerous client needs such as psychiatric illness, emotional and behavioral problems, family and interpersonal relationships, life span issues, situational stressors and trauma resolution. The specialty programs such as the school-based services provided during or after school focus on the behavioral and mental health needs of school-aged clients, while working closely with the client's family and school personnel.

### **FAMILIES, INC. 501-982-5000**

Families, Inc. offers a variety of therapeutic services for all ages on an individual, couple, family and group basis. Through counseling, individuals receive emotional support from a licensed professional, who helps the client work to resolve conflicts with others, understand feelings such as anxiety and depression, and try out new solutions to old problems. The length of treatment, of course, depends on the complexity and severity of problems.

### **LIFE STRATEGIES COUNSELING, INC. 501-663-2199**

LSCI offers a range of services and options will be discussed following an assessment of the need for mental health services. Services include: Individual mental health counseling, Group therapy, Family therapy, psychiatric evaluation and medication management, Psychological testing, Substance abuse counseling and groups, Support groups, School linked therapy services, mental health paraprofessional intervention, Crisis intervention/Stabilization and Referrals to supportive services and community resources.



**LIVING HOPE 501-663-5473**

Living Hope offers intensive behavioral health treatment for seriously emotionally disturbed children and adolescents in public school settings across Central Arkansas. Through collaboration and coordination with local school districts, students have access to an array of professional and para-professional services without leaving their school campus. School administrators work with Living Hope Southeast to provide a safe and confidential setting for clients to receive intensive services from our psychiatrists, therapists, and case managers. Through this school partnership, Living Hope is able to ensure the safety and success of its clients with minimal disruption to their normal educational activities.

**METHODIST FAMILY HEALTH 501-661-0720**

Methodist Family Health offers outpatient treatment services in communities all across the state. Venues of care include community counseling clinics, school-based counseling services, day treatment programs and specialized services such as Kaleidoscope Grief Center.

**NEW BEGINNINGS BEHAVIORAL HEALTH SERVICES 501-663-1837**

New Beginnings uses treatment plan goals and objectives to determine discharging of consumers. Consumers have an ongoing participation of their treatment plan goals and objectives. Family participation is strongly encouraged and it is New Beginnings belief that services should be holistic in approach. The organization helps facilitate family participation by helping with transportation and in scheduling decisions.

**P.A.T CENTER 870-534-4900**

The P.A.T. (people advocating transition) Center offers an array of outpatient services which include: In Home Counseling, Community Rehabilitation, Individual Outpatient Therapy, Anger Management, Family Therapy, Group Therapy, School Based Services, Substance Abuse Group, Sexual Abuse Group and more. Referrals are accepted from parents, DHS, schools, courts, and other child care agencies.

**PATHFINDER, INC. 501-982-0528**

Pathfinder, Inc. is a School-Based Behavioral Health Services that believes in a cooperative effort with the public schools to improve service to children/youth with serious emotional and/or behavioral disorders. The target population focuses on adolescents at risk of possible hospitalization, or removal from the traditional classroom setting, and possible long term residential treatment.

**THE POINTE 501-603-2147**

Pinnacle Pointe Behavioral HealthCare has provided mental health services to families in Arkansas and surrounding states since 1991. They specialize in programs for children ages 5-17 with individualized treatment for each child. Their mission is to provide a safe, secure and nurturing environment and believe that early intervention is key to a child's success. Some of their services include inpatient services - acute and residential, outpatient services, community-based services, day treatment school, and professional and community education.

**PROFESSIONAL COUNSELING ASSOCIATES 501-221-1843**  
**Child and Adolescent Service System Program**

PCA is the "lead agency" for CASSP (Child and Adolescent Service System Program) in Lonoke, Prairie, and North Pulaski Counties. For children with severe emotional disturbances, or children with emotional problems whose needs require services from several different agencies or State departments, PCA arranges a multi-agency staffing to coordinate services. The following services are available to children, adolescents and their families:

- School-Based Services public schools and Head Start classrooms.
- Children's Case Management is available at all our clinics. Parents Brochure
- Wrap Around services to meet needs that insurance does not cover, including rewards for improved behavior.



- In Lonoke County our PROMOTE program serves youth who are at-risk or involved with the Division of Youth Services. [PROMOTE Brochure](#)

#### **UAMS/PRI STRIVE 501-771-8261**

Counseling services are conducted by trained clinicians (most are Master's level) and supervised by licensed clinicians (LMHC). Services are available in-home individual and family therapy, in-school assessment, individual and /or group therapy and consultation. Individual therapy is available as needed to enhance treatment of the client. Services also include behavioral system reconstruction.

#### **UNITED FAMILY SERVICES 501-244-0062**

This service provides individual, group, and family therapy to juveniles and their families referred by the court system, as well as aftercare clients, as designated. All services are delivered by qualified, licensed mental health professionals. The purpose of the program is to provide individuals and families an outlet for addressing issues that affect their level of functioning in the community. Consultation with the referral source is also provided, as needed.

#### **THERAPEUTIC FAMILY SERVICES 501-332-4400**

Participants are assessed by clinically trained staff to ascertain a mental health diagnosis. THS mental health clinicians partner with participants to develop a treatment plan that addresses the participant's individual needs. THS mental health clinicians determine if the participant needs a referral to other services THS has to offer, such as individual, group and family Counseling. THS mental health clinicians address the appropriate modality of counseling the participant needs. Services like counseling and case management are provided through outreach to and engagement with the participant's school.

#### **YOUTH HOME 501-821-5500**

Youth Home provide mental health services to Little Rock School District eligible students during regular school hours Monday through Friday. This includes any direct school-based mental health service provided in a school setting. Individual therapy, family therapy, case management, group therapy, crisis intervention, collateral contacts, clinical consultation, medication management, case coordination, interagency staffing and teacher/school staff education.



## **OTHER MENTAL HEALTH RESOURCES**

### **RIVENDELL 1-800-264-5640**

Rivendell is a behavioral health organization that provides a full continuum of mental health services for adults, adolescents and children, including inpatient hospitalization, long-term inpatient treatment, partial hospitalization, and outpatient services provided in a traditional office setting, school or home. Rivendell also provides educational day treatment for students experiencing difficulty in public schools, but in close coordination with the home school.

### **SAFE PLACES 501-374-7233**

Safe Places is a non-profit organization working to help children and families throughout Arkansas. Ninety-nine percent of services are free of charge to victims of sexual assault, family violence, child abuse, human trafficking and other forms of violence. Services include individual and group support, advocacy, counseling, education/training, referral services and specialized therapies.

### **UAMS MEDICAL CRISIS AND LOSS CLINIC 501-526-8100**

The experience of a life-threatening illness or death of a family member can be emotionally disruptive to a child's development, as well as to the child's entire family. Frequently, children experiencing problems in adjusting to loss or serious illness may demonstrate difficulties including increased sadness and anxiety, withdrawal from friends, decreased school achievement or medical nonadherence. The Medical Crisis and Loss Clinic was developed to assist children and families in coping with loss and change. It is a short-term intervention focused on improving long-term adjustment.

The clinic is intended for parents, whose child has died, or children and adolescents who:

- Have experienced the death of a family member or close friend from an illness,
- Have experienced a loss of function from physical trauma, or
- Have difficulty coping with the diagnosis of a chronic or life-threatening illness.



# *Pulaski County*



<b>ABUSE</b>	Adult Protective Services	1-800-482-8049
	Child Protective Services (Hotline)	1-800-482-5964
	Arkansas Attorney General's Office Hotline	1-800-482-8982
	Women and Children First (battered women) (Emergency crisis line) Provide shelter and a 24-hour crisis hotline for survivors of family violence, they also help women and their children find long term housing.	501-376-3219 or 1-800-332-4443
<b>ADULT DAYCARE</b>	St. Luke's Respite Care Center (Thursdays) 4106 JFK Blvd., NLR	501-753-4281
	Central AR Area Agency on Aging Carelink 706 W. 4 <sup>th</sup> St., NLR	501-372-5300
	SCAT (Senior Citizens Activities Today)	501-374-0123
	Heart of Arkansas United Way	501-376-4567
<b>AIDS</b>	HIV Services Program Coordinator 4815 W. Markham, Little Rock	501-661-2503
	CDC	1-800-458-5231
	AIDS Clinical Trials Info Service (1-4pm)	1-800-TRIALS-A
	AIDS Treatment Drug Info.	1-800-822-7422
	Deaf Access AIDS Hotline	1-800-243-7889
	Spanish AIDS Hotline	1-800-344-SIDA
	National HIV & AIDS Hotline	1-800-232-4636
	Arkansas Aids Foundation	501-374-2898
<b>AIDS Testing</b>	Planned Parenthood	501-666-7526
	Pulaski County Central Health Unit	501-280-3125
<b>ALCOHOL &amp; OTHER DRUG ABUSE</b>	Quapaw Ark Detox	501-686-9393
	Integrated Health Care #5 Shackelford Plaza, Little Rock	501-227-7305
	Little Rock Compassion Center 3618 Roosevelt Road (for men only)	501-296-9114
	Women, Children & Men	
<b>Detox Centers In-Patient</b>	GYST House, 24 hours 8101 Frenchmons Lane	501-568-1682`
	Recovery Centers of Arkansas 1201 River Road, North Little Rock	501-372-4611
	Ouachita County Hospital 638 California Ave., Camden	870-836-1289
<b>Out-Patient</b>	Alcoholics Anonymous (24 hours)	501-664-7303
	Big Brothers Big Sisters of Central Arkansas	
	• Ms. Renee Burks, Project Director	501-374-6661
	312 W. Pershing North Little Rock, AR 72114 FAX: PSP EMAIL: <a href="mailto:rburks@bbbsca.org">rburks@bbbsca.org</a>	501- 375-0906 - Fax
<b>Out-Patient (cont.)</b>	Family Service Agency 629 W. Broadway (Drug & alcohol abuse program)	501-753-0202
	Greater Second Care Center, Inc.	501-569-9988



	<ul style="list-style-type: none"> <li>Mr. Fred Harvey, Project Director After School Care 5615 Geyer Springs Rd. Little Rock, AR 72209 PSP EMAIL: <a href="mailto:fharvey@greatersecond.org">fharvey@greatersecond.org</a> CLFC@greatersecond.org</li> </ul>	501- 570-0000 - Fax
	Kiwanis Activities, Inc. (DBA) Pfeifer Kiwanis Camp <ul style="list-style-type: none"> <li>Mr. Sanford Tollette, Project Director</li> <li>Ms. Binky Martin-Tollette, Assistant Director</li> </ul> 5512 Ferndale Cutoff Little Rock, AR 72223 FAX: PSP EMAIL: <a href="mailto:sanford@pfeifercamp.com">sanford@pfeifercamp.com</a> Website: <a href="http://www.pfeifercamp.com/">http://www.pfeifercamp.com/</a> <a href="mailto:binky@pfeifercamp.com">binky@pfeifercamp.com</a> <a href="mailto:jpkcamp@pfeifercamp.com">jpkcamp@pfeifercamp.com</a>	501-821-3714 501-821-3714  501-8212629
	Professional Counseling Associates	501-955-7600
	UAMS Substance Abuse Treatment Clinic 4301 W. Markham, Little Rock	501-526-8400
	Serenity Park – Male and Female Facility 2801 W. Roosevelt, Little Rock	501-663-7627
	The Bridgeway 21 Bridgeway Road, North Little Rock	501-771-1500
	CPC Pinnacle Pointe Hospital 11501 Financial Center Parkway, Little Rock	501-223-3322
<b>Information</b>	Prevention Resource Center, Family Service Agency	501-372-4242
	Reynold's Institute UAMS, 2 <sup>nd</sup> Floor Evaluation by doctors and formulation of a treatment plan including the patient and the family.	501-686-6219
	Arkansas Department of Health 4815 W. Markham (To get copies of certificates for persons who were born or who died in Pulaski County)	501-661-2336
<b>ALZHEIMER'S DISEASE</b>	World Services for the Blind (Also known as AR Enterprises for the Blind mobility training, preparation for independent living)	501-664-7100
<b>BIRTH AND DEATH CERTIFICATES</b>	World Services for the blind (Also known as AR Enterprises for the Blind mobility training, preparation for independent living)	501-661-2336
<b>BLINDNESS</b>	State Library for the Blind and Physically	501-682-1155



	Handicapped (Free large print books for loan, cassettes, records, Braille materials and equipment. Request must be filled out by a healthcare provider.)	
<b>BUS TICKETS</b>	CAT (Central Arkansas Transit) Salvation Army	501-375-1163 501-374-9296
<b>CANCER</b>	American Cancer Society (Promotes early detection and treatment of cancer, provides services to patients and their families) CARTI (Central AR Radiation Therapy Institute)	501-666-5409 501-664-8573
<b>CHILD DAYCARE</b>	Division of Child Care & Early Childhood Education (Provides free information to parents to help them locate childcare services in the state 8:30 am – 4:30 p.m., Monday-Friday) St. Augustine Center for Children 1410 E. 2 <sup>nd</sup> Street, NLR (Serves 3-5 years, sliding scale fee) Hunter Child Care Center 3301 Romine Road (Serves 6 weeks – 12 years, sliding scale fee, before and after school care)	1-800-445-3316 501-378-0940 501-225-7683
<b>CHILDREN AND YOUTH SERVICES</b>	AR Advocates for Children and Families Big Brothers/Big Sisters Quapaw Boy Scouts of America	501-371-9678 501-374-6661 501 664-4780
<b>General Information And referral</b>	Boys and Girls Club of Central Arkansas NLR Boys Club Girl Scouts  Arkansas for Drug-Free Youth  Arkansas Advocates for Children and Families Arkansas Association for Hearing-Impaired Children Arkansas Early Childhood Association Arkansas Easter Seal Society Arthritis Foundation Hot Line  Center for Youth & Families Child Care Referral Child find Hot Line	501-666-8816 501-945-3162 501-758-1020  501-375-1338  501-371-9678 TDD 221-1330 501-221-2635 501-227-3600 (800) 482-8858  501-666-8686 507- 287-2020 800-426-5678
	Child Help USA Child Protective Services Kidsource Learning Disabilities Assoc. of Arkansas March of Dimes Birth Defect Foundation	800-422-4453 501-682-1001 501-225-0997 501-666-8777 501-663-3100



	National Center for Missing & Exploited Children	800-843-5678
	National HOPEline Network	800-442-4673
	New Futures for Little Rock Youth	501-374-1011
	Parent Center	501-666-6833
	Health Information Hot Line	800-235-0002
	Pulaski County Youth Services	501-340-6688
<b>CHILDREN AND YOUTH SERVICES (Support Groups)</b>	Youth Home, Inc.	501-821-5500
	Arkansas YouthLeadership Initiative	501-375-1338
	Arkansas Children's hospital Adolescent & Young Adult Clinic	501-364-1100
	Big Brothers/Big Sisters of Pulaski County, Inc.	501-374-6661
	Centers for Youth & Families	501-666-8686
	National Runaway Safeline	800-786-2929
	New Futures for Youth	501-374-1011
	P.A.R.K.	501-562-5223
	Shelter for Homeless & Runaway Children	501-666-7233
	Teen LifeLine	800-248-8336
	Teen Obstetric Prenatal Parenting (TOPPS)	666-6833 Ext. 3136
	Transitional Living Program & Youth Emergency Shelter	501-771-5511
	United Way First Call for Help	501-376-4567
	Watershed Human & Community Development Agency	501-378-0176
<b>CLOTHING</b>	St. Francis House 2701 Elm Street	501-664-5036
	Watershed II 3701 Springer Blvd.	501-378-0176
	Goodwill Industries of Arkansas 1110 West 7 <sup>th</sup> , Little Rock, AR 72201	501-372-5100
<b>CONSUMER ADVOCACY</b>	Arkansas Community Organization	501-376-7151
	Arkansas Better Business Bureau	501-664-7274
	Public Service Commission	501-682-2051
	Attorney General's Office	501-682-2007
<b>CONSUMER COUNSELING</b>	Consumer Credit Counseling 8am – 5pm	501-753-0202
<b>COUNSELING SERVICES</b>	Child Study Center UAMS 5:30am – 5:00pm	501-364-5150
	Centers for Youth and Families Outpatient Counseling Center 5905 Forest Place, Suite 100	501-666-4949



**CRISIS/EMERGENCY  
SERVICES**

Salvation Army 501-374-9296  
Women & Children First 501-376-3219  
Poison Control and Information 501-686-6161  
Center for Youth Emergency Shelter 501-666-7299  
Arkansas State Police Child 800-482-5964  
Abuse Hotline

**DRUG COUNSELING/  
TREATMENT**

Baptist Health Rehabilitation Institute 501-202-7000  
Recover Care Unit  
9601 I-630, Exit 7  
Hoover Center/Black Community 501-663-9621  
Developers Center  
4000 West 13th Street  
Little Rock, AR 72204  
Residential and Outpatient Treatment Services,  
Partial Day  
Recovery Centers of Arkansas  
Riverbend  
1201 River Road  
North Little Rock, AR 72114  
Website: [www.rcofa.org](http://www.rcofa.org)  
RCA-Williamsburg  
6301 Father Tribou St.,  
Little Rock, AR 72205-3003  
(Outpatient Treatment Services)  
Carole Baxter, Executive  
Director  
Phone: 501-372-4611  
Fax: 501-372-1801  
E-Mail: [cbaxter@rcofa.org](mailto:cbaxter@rcofa.org)  
Carole Baxter, Executive  
Director  
Telephone: 501-372-4611  
Fax: 501-372-1801  
E-Mail: [cbaxter@rcofa.org](mailto:cbaxter@rcofa.org)  
Serenity Park, Inc. & Serenity Home  
2801 W. Roosevelt Road  
Little Rock, AR 72204  
Website: <http://www.serenitypark.org>  
(Residential Treatment Services for Males &  
Females)  
(Gender Separate)  
Partial Day  
Outpatient (Male & Female)  
Larry Gaines, Executive  
Director  
Billy Deluca, Administrator  
Phone: 501-663-7627  
Toll Free: 866-699-7627  
Fax: 501-663-2859  
E-Mail:  
[serenitypark@comcast.net](mailto:serenitypark@comcast.net)

**EDUCATION**

Arkansas Literacy Council 501-907-2490  
Pleasant Hill AME Church, Free Tutoring 501-490-0267  
Literacy Action of Central Arkansas 501-372-7327  
Youth Challenge (AR National Guard) 501-212-5565  
Arkansas Baptist Adult Education Center 501-372-1547  
North Little Rock Location 501-353-1449

**ELDERLY  
General Information**

[www.seniorcorps.gov](http://www.seniorcorps.gov) (Foster Grandparent) 501-372-5300  
Central AR Area Agency on Aging  
706 W. 4<sup>th</sup> Street, NLR  
(*Good I & R for the elderly, covering Pulaski,  
Saline, Lonoke, Faulkner, Monroe, & Prairie  
Counties*)  
Jacksonville Senior Wellness & Activity 501-982-7531  
Center  
(SCAT) Senior Citizens Activities Today 501-374-0123  
1800 S. Broadway



	Life Quest, NW Little Rock area	501-225-6073
<b>Advocates</b>	Care Links <i>(Assistance to the elderly living at home in the following areas of need: neglect &amp; exploitation, Social Security, SSI, food stamps, private pensions, and veteran's benefits.)</i>	501-372-5300
	National Council on Aging	1-800-424-9046
<b>Employment</b>	Care Link <i>(Employment opportunities for those 55 and older in Pulaski, Saline, Lonoke, Faulkner, Monroe &amp; Prairie Counties)</i>	501-372-5300
	SCORE (Sr. Corp of Retired Persons) <i>(Matches retired executives with agencies which can benefit from their expertise)</i>	501-324-7379
<b>Eye Care</b>	Eye Care of America <i>(Free care to detect and treat blindness (elderly only). This does not cover exams for eyeglass prescriptions.)</i> <a href="http://www.eyecareamerical.org">www.eyecareamerical.org</a>	1-800-222-3937
<b>Food/Meals</b>	Meals on Wheels (Care Link)	501-372-5300
	SCAT (Sr. Citizens Activities Today) <i>(Activities, meals, crafts, &amp; recreation)</i>	501-374-0123
	Food Stamps <i>(If a client receives SSI, he/she is eligible for food stamps. Any local Sr. Citizen's center can help with application)</i>	501-682-1001
<b>Home Maintenance</b>	Park Hill Baptist Church Small Maintenance Repair Team 201 East C Street, NLR	501-753-3413
<b>Medicaid</b>	Medicaid can be granted to anyone receiving SSI. It helps to pay for hospital and personal care. Proof of SSI is required when filing.	501-682-8233
	Carelink Live In/Sitter Program	501-372-5300
<b>Respite Care</b>	St. Luke's Respite Care 4106 JFK Blvd.	501-753-4281
	St. Vincent Home Care 6701 W. 12 <sup>th</sup> Street <i>(For someone to stay with homebound patients)</i>	501-663-7198
	Visiting Nurse Association 6071 W. 12 <sup>th</sup> Street	501-664-4933
	<i>(In-homecare, nutrition, counseling, speech, physical, &amp; occupational therapy, support and social work consultation)</i>	
	Central AR Home Health Agency	501-661-2614



<b>Senior Citizen's Center</b>	Camp Aldersgate	501-225-1444
	2000 Aldersgate Rd.	
	Campus Towers Housing Project	501-374-1352
	1101 E. 7 <sup>th</sup> Street, NLR	
	East End Senior Center	501-374-2881
	2500 E. 6 <sup>th</sup> Street	
	Glenview Recreation Center	501-945-2921
	4800 E. 19 <sup>th</sup> Street	
	Heritage House Activity Center for Senior Citizens	501-758-9941
	2301 Division Street, NLR	
	Jacksonville Senior Center	501-982-7531
	100 Victory Circle	
	Maumelle Senior Center	501-851-4344
	Parris Towers Senior Center	501-374-0123
	1800 S. Broadway	
<b>EMERGENCY NUMBERS</b>	Willow House Housing Project	501-758-3670
	2500 Willow, NLR	
	Saline Co. Senior Adult Center	501-776-0255
	210 Jefferson Street, Benton	
<b>Pulaski County</b>	Arkansas Department of Health	501-661-2000
	After Hours	501-661-2136
	Pulaski County Health Department	501-280-3100
	Arkansas Children's Hospital -Emergency	501-364-1185
	Baptist Medical Center – Emergency	501-202-2000
	DHS Children and Family Services	501-682-2119
	Little Rock Police Department	911
	North Little Rock Police	501-771-1200
	Little Rock Fire Department	501-371-4485
	North Little Rock Fire Department	501-340-5377
	Poison Control – (UAMS)	1-800-222-1222
	FBI	501-221-9100
	EPA – National Response Center	1-800-424-8802
	(To report toxic chemical and oil spills)	
<b>EMPLOYMENT RESOURCES</b>	American Indian Center of Arkansas	501-666-9032
	1100 N. University #143	
	Arkansas Workforce	501-682-2121
	5401 South University	
	Little Rock, AR	
	Salvation Army	501-374-9296
	1111 W. Markham	
	Watershed II	
	3701 Confederate Blvd.	501-378-0176



	Our House 822 Louisiana	501-375-2416
	Florence Crittenton Home (For pregnant teenagers)	501-663-0772
	Job Corps (For those 16-21 years of age, providing training, transportation, and child care)	501-618-2500
	St. Francis House 2701 S. Elm (Occasionally they will help with rent)	501-664-5036
<b>FAMILY PLANNING</b>	Family Planning Clinic (Arkansas Department of Health)	501-280-3340
	Planned Parenthood	501-666-7526
	Arkansas Children's Hospital Adolescent Center	501-364-8336
<b>FINANCIAL COUNSELING</b>	Southwest Health Clinic	501-565-9311
	Consumer Credit Counseling Service 628 W. Broadway North Little Rock	501-753-0202
<b>FOOD - Groceries</b>	Camp Aldersgate 2000 Aldersgate Rd. <i>(FCFH must call Camp Aldersgate and refer the client.)</i>	501-225-1444
	Helping Hand 1601 Marshall <i>(Closes at 2:00 daily, except Thursday, when it closes at noon.)</i>	501-372-4388
	Salvation Army 1111 W. Markham <i>(As well as other branches)</i>	501-374-9296
	St. Francis House 2701 S. Elm	501-664-5036
	Watershed II 3701 Springer Blvd.	501-378-0176
	Gardner Methodist Church 18 <sup>th</sup> & Schaer, NLR	501-374-9520
	Park Hill Baptist Church 201 East C Street, NLR	501- 753-3413
	WIC (Health Department) 5800 W 10 <sup>th</sup> , Suite 810	501-661-2508



	WIC 1321 Hill Street, Jacksonville	501-982-7477
<b>Hot Meals</b>	Stew Pot First Presbyterian Church, 8 <sup>th</sup> & Scott St. (Monday – Friday, 12:00 – 1:00)	501-372-1804
	Friendly Chapel Soup Kitchen 116 S. Pine, NLR (Monday – Friday)	501-371-0912
	Stone Soup Quapaw Quarter Methodist Church, 6 <sup>th</sup> & Louisiana (Hot meal on Sunday, 12:00 - 4:00)	501-375-1600
<b>FUNERAL</b>	Casework Division of Governor’s Office Cremation	501-682-2345
<b>FURNITURE</b>	<p>**No agency routinely has free furniture. Furniture may be purchased at area thrift stores (such as Salvation Army at 3618 W. Roosevelt, or Goodwill at 1201 W. 7<sup>th</sup>). Occasionally, the following agencies may have furniture to give away:</p>	
	St. Francis House	501-664-5036
<b>HEALTH SERVICES</b>	Adolescent Center 1201 Bishop, Little Rock, AR Care for teens age 12-21. Sports physical, Immunizations, counseling. Appointments only.	501-364-8336
	Arkansas Children’s Hospital 800 Marshall, Little Rock, AR 72201	501-364-1100
	Baptist Medical Center Care for sick children. Immunizations for preschoolers only. No appointment necessary.	501-202-7000
	Pulaski County Central Health Clinic	
	College Station Clinic	501-490-1602
	Pulaski County Central Health, Little Rock	501-280-3100
	Jacksonville Health Clinic	501-982-7477
	Health Department Clinic	501-280-3340
	Southwest Health Clinic	501-565-9311
	Planned Parenthood	501-666-7526
	St. Francis House	501-664-5036
	St. Vincent’s Health Clinic East	501-552-4710
	UAMS Medical Center	501-686-7000
	Westside Free Medical Clinic	501-664-0340
<b>Infant &amp; Child</b>	Pulaski County Health Departments (See numbers and locations above)	501-380-3100
	Arkansas Children’s Hospital General Pediatric Clinic	501-364-1100



<b>Child Care Referral Services</b>	Arkansas Human Services	1-800-445-3316
	Child Care Education	
	Children and Family Services/ Neglect	501-682-8772
	Children and Family Service/Childcare	501-682-8590
	New Futures for Little Rock Youth	501-374-1011
<b>HEARING SERVICES</b>	Arkansas Childrens Hospital Audiology and Speech Clinic	501-364-4319
	4815 W. Markham	
	Audiology and Speech Pathology	501-569-3155
	5820 Asher Ave. Suite 600	
	(Adult hearing rehabilitation, hearing evaluation, individual work and counseling, speech therapy, sliding scale fee, and regular fee payment)	
	Arkansas School for the Deaf	501-324-9506
	Arkansas Rehabilitation Services	501-686-2800
	Interpreter Referral Service	
	Outreach Program School for the Deaf	501-324-9523
<b>HOMELESS SHELTERS Women &amp; Children</b>	Dorcas House	501-374-4022
	823 South Park	
	(For women and children, average length of stay is 6 weeks; provides shelter, food, clothing, and social work assistance. 24 hour service)	
	Women and Children First	501-376-3219
	(Shelter & support for battered women & children for up to 45 days, 24 hour service)	
<b>Teens</b>	Centers for Youth and Families	501-666-4949
	6425 W. 12 <sup>th</sup>	
	(Crisis counseling, shelter, food & clothing for runaway and homeless youth ages 8-17 in crisis situations for up to 45 days, 24 hour service)	
<b>Families</b>	Our House	501-375-2416
	302 E. Roosevelt	
	(Food, shelter, clothing, employment, housing assistance to homeless men,	
	women & children for 30 days, extensions may be granted, check-in: 4:30 – 5:00 pm, emergency check-in til 10:00 pm)	
	Salvation Army	
	1111 W. Markham	
	(Food, shelter, employment, and social work counseling for men, women, and children for 5 days, check-in at 4:30)	501-374-9296
<b>Men</b>	Salvation Army Adult Rehabilitation Center	501-374-9296
	3618 W. Roosevelt	
	(Medium termed care of adult men with treatable handicaps such as alcoholism	



*and homelessness.)*

	Union Rescue Mission Transient Lodge 615 Magnolia, NLR <i>(Food, shelter, &amp; clothing for men for 3 nights every 10 days, check-in 3:00 p.m. – 7:00 a.m.)</i>	501-376-8470
<b>Services</b>	Homeless Education Program, LRSD 501 Sherman Street, Little Rock, AR 72202	501-447-2988
<b>HOSPITALS/ CLINICS</b>	AR Children's Hospital	501-364-1100
	AR Children's Hospital Development Center (Evaluation & therapy for developmentally delayed children)	501-364-1100
<b>Free Clinics:</b>	Harmony Health Clinic, 201 E. Roosevelt Rd., by Appointment only (medical and dental) Monday – Thursday 9am – 3 pm Walk in Accepted only Thursdays 5 – 9pm	501-375-4400
<b>HOTLINES</b>	Suicide	1-800-273-TALK
	Child Abuse 1-800-4achild	1-800-422-4453
	National Runaway Switchboard	1-800-786-2929
	Substance Abuse Hotline	1-855-649-6079
	Cocaine	1-844-888-6908
	National STD and AIDS Hotline	1-800-448-0440
	Arkansas State Health Department	1-800-462-0599
	Battered Women	1-802-658-1996
	Child Abuse Hotline	1-800-422-4453
	DHS Client Assistance	1-800-482-8988
	National Highway Auto Safety	1-800-424-9393
	Beech-Nut Nutrition for Babies	1-800-233-2468
	Product Safety	1-800-638-2772
	Alcoholics Anonymous	1-800-ALCOHOL
	CDC	1-800-458-5231
	American Council for the Blind	1-800-424-8666
	Arkansas Trauma Foundation	1-212-772-0608
	Cancer Information Service	1-800-4-CANCER
	Child Find	1-800-IAMLOST
	Children's Hospice	1-719-683-2792
	American Diabetes	1-800-342-2383
	Gambling	1-800-GAMBLER
	National Adoption Center	1-800-TO-ADOPT
	National Association for Hearing & Speech Action	1-800-638-8255
	National Council on Alcoholism	1-800-475-HOPE
	National Grief Recovery Institute	1-800-334-7606
	National Brain Injury Association	1-800-444-NHIF
	National Health Information Clearinghouse	1-800-336-4797
	Parents Anonymous	1-909-621-6184
	Co-parenting and Abduction	1-800-A-WAY-OUT
	National Rehabilitation	1-800-34-NARIC
	Relapse Prevention Hotline	1-866-949-8009
	Sexually Transmitted Disease	1-800-227-8922
	Shriner's Hospital	1-800-237-5055
	Trauma	1-800-556-7890



*(Teens can go to any local hospital that sponsors Operation Safe Place)*

<b>HOUSING</b>	Public Housing	501-324-5931
	Little Rock Office	501-758-8911
	North Little Rock Office	501-376-7151
	ACORN	
<b>LEGAL SERVICES</b>	Center for AR Legal Services	1-800-950-5817
	Little Rock	
	Auditor of State	501-682-6030
	American Civil Liberties Union	501-374-2660
	Arkansas Bar Association	501-375-4606
	Prosecuting Attorney's Office	501-340-8000
<b>MENTAL HEALTH</b>	National Alliance for the Mentally Ill	501-661-1548 or 1-800-844-0381
	Arkansas Cares	501-771-1500
	United Methodist Children's Home	Shari Willding
	2002 South Fillmore	Program administrator
	Little Rock, AR 72204	Phone: 501-906-4247
		Fax: 501-296-1714
		Email:swillding@meth odistfamily.org
	Arkansas State Hospital	501-686-8000
	4313 West Markham, Little Rock, AR 72201	
	Bridgeway	501-771-1500
	#12 Bridgeway Road, NLR	
	Centers for Youth and Families	501-666-8686
	6101 W. 12 <sup>th</sup> Street	
	(Parent Center)	
	Centers for Youth and Families	501-666-4949
	6601 W 12 <sup>th</sup> Street	
	(Diagnostic counseling for emotionally troubled children)	501-666-4949
	Dayspring Therapeutic Mental Health Center	501-565-8501
	9914 I-30	
	Little Rock, AR 72209	
	Little Rock Community Mental Health	501-686-9300
	4400 Sheffield	
	Make a Wish Foundation	501-376-4650
	Parental and Teen Pregnancy Hotline	800-235-0002
	State Health Department	501-661-2000
	Methodist Family Health	501-661-0720
	1600 Aldersgate Rd. #200	
	Little Rock, AR 72205	
	Pinnacle Point Hospital	
	11501 Financial Parkway, LR, AR	501-223-3322
	Rivendell Behavioral Health Services	
	6724 interstate 30	501-316-1255
	Planned parenthood	
	Pulaski County Health Department	501-666-3243
	Little Rock Family Planning Service	501-280-310
	Catholic Diocese of Little Rock-Adoption	501-225-3836

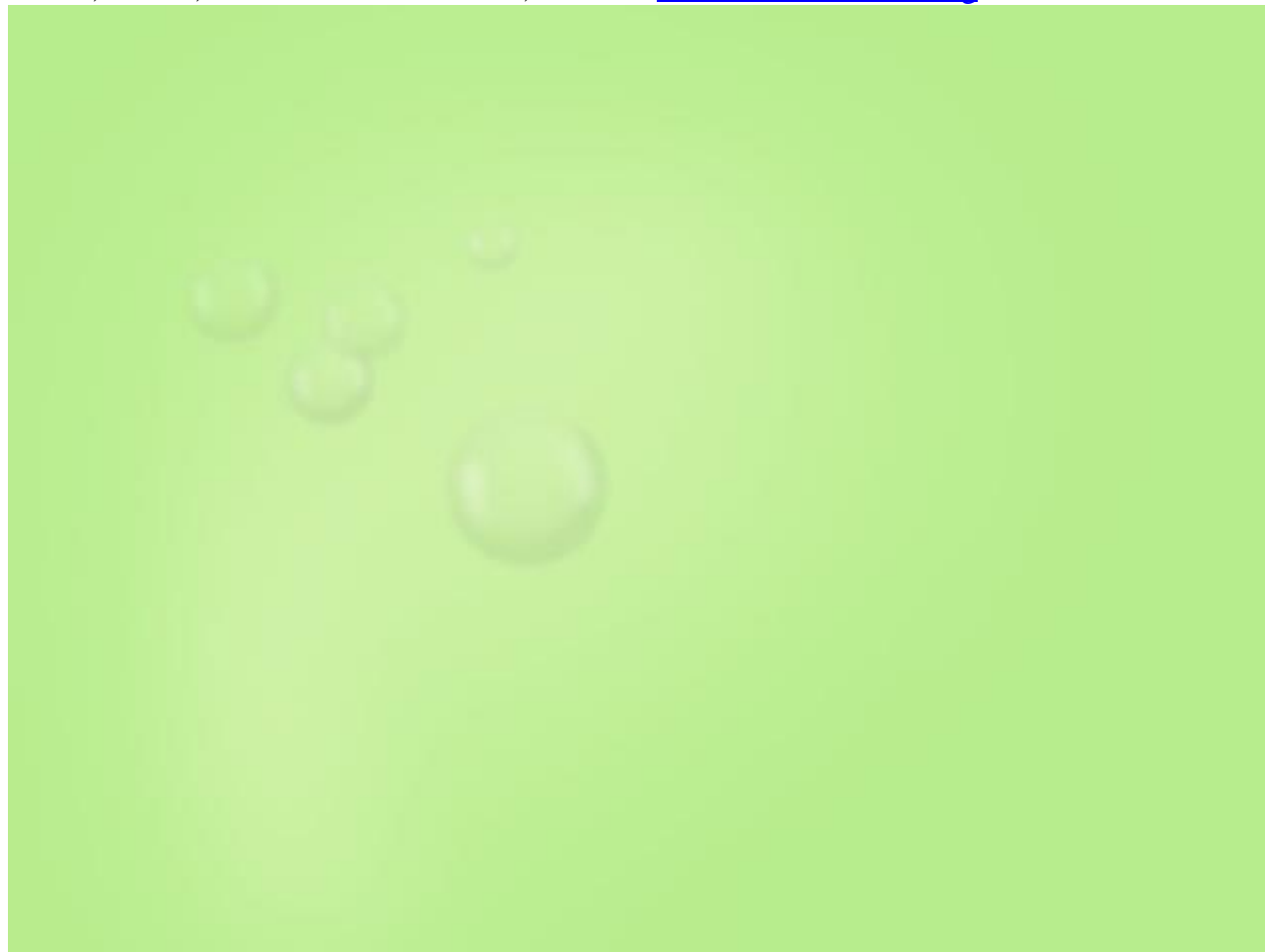


	Services UAMS Medical Crisis and Loss Clinic	501-664-0340
<b>PARENTING CLASSES</b>	Center for Youth & Families Parent Center	501-666-6833
<b>PREGNANCY/ HEALTH EDUCATION</b>	Department of Human Services Adoption Service Florence Crittendon AR Department of Health Promise House (Residential Care for Pregnant teens)	501-682-1001  800-522-6630  501-376-4791
	Pulaski County Health Department (STD) 3915 W. 8 <sup>th</sup> Street, Little Rock, AR Pulaski County Youth Services	501-280-3125  501-340-8250
	Learning Disabilities Association of Arkansas	501-666-8777
<b>Teenage Parenting</b>	Teen Parent Program Overeaters Anonymous	501-666-6833 479-474-9606
<b>PREVENTION/ EDUCATION</b>	St. Francis House, 24 hours Assistance American Red Cross  Arkansas Advocates for Children and Family CPC Pinnacle Pointe Hospital	501-664-5036  501-748-1000 Or 800-REDCROSS 501-371-9678 501-223-3322
<b>SUPPORT GROUPS</b>	Teen Hotline Women and Children First CPC Pinnacle Pointe Hospital Dorcas House	1-800-852-8336 1-800-332-4443 501-223-3322 501-374-4022
<b>UTILITY ASSISTANCE</b>	CADC (Central Arkansas Development Council)	501-603-0909
<b>VIOLENT BEHAVIOR</b>	Family Service Agency - Anger Management Program and Domestic Violence	501-372-4242
<b>YOUTH HOME</b>	Behavioral Health Service of Arkansas Outpatient Phone	501-954-7470 501-954-7470



**From:** Austin, Briana  
**Sent:** Tuesday, February 26, 2019 2:45 PM  
**To:** Brooks, Andrea  
**Subject:** Re: HELP  
**Attachments:** community mapping.docx

On Tue, Feb 26, 2019 at 2:09 PM Brooks, Andrea <[Andrea.Brooks@lrsd.org](mailto:Andrea.Brooks@lrsd.org)> wrote:



*Andrea Brooks Ford*

School Counselor

Little Rock School District

4901 Western Hills Ave.



Little Rock, AR 72204

[andrea.brooks@lrzd.org](mailto:andrea.brooks@lrzd.org)  
501.447.6904 office  
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[LRSD.org](http://LRSD.org)

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Briana Austin  
Biology  
Head Freshman Girls Basketball  
Assistant Varsity Volleyball  
Maumelle High School  
100 Victory Lane  
Maumelle, Ar 72113  
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My school community is from all over the city, we are zoned but a lot of students are on alternate assignments (when their assigned school is full they are assigned to another school with bus transportation) or on TNT (when a parent doesn't want their child to attend their assigned school and they choose another school but has to provide own transportation to school) assignments. So, I choose to define my community as the city of Little Rock. Little Rock is a great city that has amenities and services and is located in central Arkansas. The name Little Rock came La Petite Roche (the little rock in French). The rock formation can still be seen at the Riverfront Park in downtown Little Rock. Little Rock gained a lot of attention when desegregation happened in 1957 known as The Little Rock Nine. Little Rock has a lot to offer if you like the outdoors, such as Pinnacle Mountain. Pinnacle Mountain is the largest mountain in the area surrounded by the dense forest. If you are not a hiker or biker, you can enjoy the many lakes and streams to go fishing, swimming, camping, and kayaking. Little Rock was the home of President Bill Clinton. The William J. Clinton Presidential Library and Museum are also located in Little Rock. We have many notable people from Little Rock; Keith Jackson the former professional football tight end. Keith also is the founder of P.A.R.K (Positive Atmosphere Reaches Kids). Bill Clinton who served as President of the United States.

Little Rock has different assets that provide a lot of assistance to my families. I got to meet a lot of people finding resources all over the greater Little Rock area. The Little Rock Housing Authority provides housing to low income families, rent is free to most and a small cost to families that make a certain amount of money a month. Little Rock Parks and Recreation centers have a rich heritage and are strategically located to residents of all ages in the city of Little Rock. These Centers provide after school care for an annual fee of \$79. The students receive tutoring plus can participate in the sporting activities such as, cheerleading, basketball, softball, soccer,



and gymnastics at a reasonable price, no more than \$50 per sport. P.A.R.K. is a non-profit organization that also provides after school and summer program which operates Monday-Friday the entire year. Students enter the program in the eighth grade. The program is a five-year commitment to help ensure students graduate from high school. Another resource is Women, Infant, and Child (WIC) provide families with food for a pregnant, breastfeeding, and non-breastfeeding postpartum women, and once she has the child WIC provides formula for the baby up to 12 months. WIC is given until the child is 5 years old as long as the family meets the income guidelines. WIC also provides vouchers to families to purchase fresh fruits and veggies. Mental Health Agencies provide extra therapeutic services to families while the child is at school, family sessions are also conducted at school. It paid for through Medicaid. Central Arkansas Transit (CAT) provides bus transportation and families that receives food stamps, and or Medicaid get a monthly bus pass for \$29 and have unlimited usage. Department of Human Services (DHS) provides services to low income families a plethora of resources. Supplemental Nutrition Assistance Program (SNAP) provides food assistance to eligible households to cover a portion of a household's food budget. In addition to food assistance, program provides SNAP recipients with nutrition education, employment and training, and work experience in some cases. ARKids First Health Insurance offers low-income a comprehensive package of benefits. Transitional Employment Assistance (TEA) Program is a time-limited assistance program to help needy families with children become more responsible for their own support and less dependent on public assistance. Child Care Assistance is a program that is available for low-income families. This program provides financial assistance for quality child care. Arkansas Better Chance Program (ABC) program offers high quality early education services to children birth to five exhibiting developmental and socioeconomic risk factors. The local libraries



provide after school for families, they provide one snack and it's free of charge. The Little Rock Salvation Army operates several offices around the Pulaski County area. They provide local residents with a variety of emergency and disaster assistance, including free food, support for housing and lodging and counseling to help meet basic human needs. The Single Parent Scholarship fund provides education and financial assistance to single parents. The scholarship can be used to cover emergencies and other education bills. One really neat resource is Relyance Bank; they give students a voucher of \$25 to start a savings account.



I present to you this School, Community, and Social Service Resource Directory. In this directory you will find organizations and service providers for Little Rock School District, Pulaski County, and more. This information has been compiled to provide principals, assistant principals, counselors, social workers, nurses, teachers and other school personnel with a pool of readily accessible information referencing resources available in the district and the greater Little Rock area, as well as other parts of the state, that serve our children, youth and their families.

This document is not intended to be a complete listing of every community resource, but will provide a list of well-established services and resources available within the greater Little Rock area, and our school district.



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# **Little Rock School District**



Please see agencies listed below that provide mental health services for schools in the Little Rock School District, for more information please contact Lisa Williams @ 501-447-7384 or [lisa.williams@lrsd.org](mailto:lisa.williams@lrsd.org)

### **BRIDGES OUTPATIENT 501-771-1500**

Outpatient treatment may be an option when a person has psychiatric problems such as depression, anxiety, chemical dependency or other issues. While outpatient treatment may be less disruptive to a daily life, our seasoned mental health professionals provide high quality care.

Overseen by an expert psychiatrist and serving children, adolescents and adults, the outpatient program known as Bridges provides a multi-discipline approach and may include:

- A small, safe and structured treatment environment
- Psychiatric Evaluation
- Medication Management and Evaluation
- Family Therapy
- Substance/Dependence/Abuse Treatment

### **CENTERS FOR YOUTH AND FAMILIES 501-666-8686**

Offers Mental Health Evaluation/Diagnosis, individual Psychotherapy and family Psychotherapy. Centers' providers will participate in staffing and meetings regarding their clients whenever invited or requested as often as scheduling permits. These meetings include but are not limited to parent-teacher conferences, referral conferences, IEP meetings, annual reviews, and discipline conferences or hearings when appropriate. Participation will occur with parent or guardian's permission as evidenced by the signed release of information. In addition, communication including Centers providers must be relevant to the client's behavior, mental health diagnosis and/or treatment, or utilized in the development of plans, strategies, and techniques for working effectively to improve functioning and ameliorate symptoms.

### **DAYSRING 501-565-8501**

Dayspring services include individual psychotherapy, family psychotherapy, and group psychotherapy for children, adolescents and/or adult clients, medication management, school-based services and nursing home services. These services address numerous client needs such as



psychiatric illness, emotional and behavioral problems, family and interpersonal relationships, life span issues, situational stressors and trauma resolution. The specialty programs such as the school-based services provided during or after school focus on the behavioral and mental health needs of school-aged clients, while working closely with the client's family and school personnel.

#### **FAMILIES, INC. 501-982-5000**

Families, Inc. offers a variety of therapeutic services for all ages on an individual, couple, family and group basis. Through counseling, individuals receive emotional support from a licensed professional, who helps the client work to resolve conflicts with others, understand feelings such as anxiety and depression, and try out new solutions to old problems. The length of treatment, of course, depends on the complexity and severity of problems.

#### **LIFE STRATEGIES COUNSELING, INC. 501-663-2199**

LSCI offers a range of services and options will be discussed following an assessment of the need for mental health services. Services include: Individual mental health counseling, Group therapy, Family therapy, psychiatric evaluation and medication management, Psychological testing, Substance abuse counseling and groups, Support groups, School linked therapy services, mental health paraprofessional intervention, Crisis intervention/Stabilization and Referrals to supportive services and community resources.

#### **LIVING HOPE 501-663-5473**

Living Hope offers intensive behavioral health treatment for seriously emotionally disturbed children and adolescents in public school settings across Central Arkansas. Through collaboration and coordination with local school districts, students have access to an array of professional and para-professional services without leaving their school campus. School administrators work with Living Hope Southeast to provide a safe and confidential setting for clients to receive intensive services from our psychiatrists, therapists, and case



managers. Through this school partnership, Living Hope is able to ensure the safety and success of its clients with minimal disruption to their normal educational activities.

### **METHODIST FAMILY HEALTH 501-661-0720**

Methodist Family Health offers outpatient treatment services in communities all across the state. Venues of care include community counseling clinics, school-based counseling services, day treatment programs and specialized services such as Kaleidoscope Grief Center.

### **NEW BEGINNINGS BEHAVIORAL HEALTH SERVICES 501-663-1837**

New Beginnings uses treatment plan goals and objectives to determine discharging of consumers. Consumers have an ongoing participation of their treatment plan goals and objectives. Family participation is strongly encouraged and it is New Beginnings belief that services should be holistic in approach. The organization helps facilitate family participation by helping with transportation and in scheduling decisions.

### **P.A.T CENTER 870-534-4900**

The P.A.T. (people advocating transition) Center offers an array of outpatient services which include: In Home Counseling, Community Rehabilitation, Individual Outpatient Therapy, Anger Management, Family Therapy, Group Therapy, School Based Services, Substance Abuse Group, Sexual Abuse Group and more. Referrals are accepted from parents, DHS, schools, courts, and other child care agencies.

### **PATHFINDER, INC. 501-982-0528**

Pathfinder, Inc. is a School-Based Behavioral Health Services that believes in a cooperative effort with the public schools to improve service to children/youth with serious emotional and/or behavioral disorders. The target population focuses on adolescents at risk of possible hospitalization, or removal from the traditional classroom setting, and possible long term residential treatment.

### **THE POINTE 501-603-2147**

Pinnacle Pointe Behavioral HealthCare has provided mental health services to families in Arkansas and surrounding states since 1991. They specialize in programs for children ages 5-17 with individualized treatment for each child. Their mission is to provide a safe, secure and



nurturing environment and believe that early intervention is key to a child's success. Some of their services include inpatient services - acute and residential, outpatient services, community-based services, day treatment school, and professional and community education.

## **PROFESSIONAL COUNSELING ASSOCIATES 501-221-1843**

### **Child and Adolescent Service System Program**

PCA is the "lead agency" for CASSP (Child and Adolescent Service System Program) in Lonoke, Prairie, and North Pulaski Counties. For children with severe emotional disturbances, or children with emotional problems whose needs require services from several different agencies or State departments, PCA arranges a multi-agency staffing to coordinate services. The following services are available to children, adolescents and their families:

- School-Based Services public schools and Head Start classrooms.
  - Children's Case Management is available at all our clinics. Parents Brochure
  - Wrap Around services to meet needs that insurance does not cover, including rewards for improved behavior.
- 
- In Lonoke County our PROMOTE program serves youth who are at-risk or involved with the Division of Youth Services.

## **UAMS/PRI STRIVE 501-771-8261**

Counseling services are conducted by trained clinicians (most are Master's level) and supervised by licensed clinicians (LMHC). Services are available in-home individual and family therapy, in-school assessment, individual and /or group therapy and consultation. Individual therapy is available as needed to enhance treatment of the client. Services also include behavioral system reconstruction.

## **UNITED FAMILY SERVICES 501-244-0062**

This service provides individual, group, and family therapy to juveniles and their families referred by the court system, as well as aftercare clients, as designated. All services are delivered by qualified, licensed mental health professionals. The purpose of the program is to provide individuals and families an outlet for addressing issues that affect their level of functioning in the community. Consultation with the referral source is also provided, as needed.

## **THERAPEUTIC FAMILY SERVICES 501-332-4400**

Participants are assessed by clinically trained staff to ascertain a mental health diagnosis. THS mental health clinicians partner with participants to develop a treatment plan that addresses the participant's individual needs. THS mental health clinicians determine if the participant needs a



referral to other services THS has to offer, such as individual, group and family Counseling. THS mental health clinicians address the appropriate modality of counseling the participant needs. Services like counseling and case management are provided through outreach to and engagement with the participant's school.

### **YOUTH HOME 501-821-5500**

Youth Home provide mental health services to Little Rock School District eligible students during regular school hours Monday through Friday. This includes any direct school-based mental health service provided in a school setting. Individual therapy, family therapy, case management, group therapy, crisis intervention, collateral contacts, clinical consultation, medication management, case coordination, interagency staffing and teacher/school staff education.

### **RIVENDELL 1-800-264-5640**

Rivendell is a behavioral health organization that provides a full continuum of mental health services for adults, adolescents and children, including inpatient hospitalization, long-term inpatient treatment, partial hospitalization, and outpatient services provided in a traditional office setting, school or home. Rivendell also provides educational day treatment for students experiencing difficulty in public schools, but in close coordination with the home school.

### **SAFE PLACES 501-374-7233**

Safe Places is a non-profit organization working to help children and families throughout Arkansas. Ninety-nine percent of services are free of charge to victims of sexual assault, family violence, child abuse, human trafficking and other forms of violence. Services include individual and group support, advocacy, counseling, education/training, referral services and specialized therapies.

### **UAMS MEDICAL CRISIS AND LOSS CLINIC 501-526-8100**

The experience of a life-threatening illness or death of a family member can be emotionally disruptive to a child's development, as well as to the child's entire family. Frequently, children experiencing problems in adjusting to loss or serious illness may demonstrate difficulties including increased sadness and anxiety, withdrawal from friends, decreased school achievement or medical non-adherence. The Medical Crisis and Loss Clinic was developed to assist children and families in coping with loss and change. It is a short-term intervention focused on improving long-term adjustment.



The clinic is intended for parents, whose child has died, or children and adolescents who:

- Have experienced the death of a family member or close friend from an illness,
- Have experienced a loss of function from physical trauma, or
- Have difficulty coping with the diagnosis of a chronic or life-threatening illness.



*Pulaski County*



<b>ABUSE</b>	Adult Protective Services	1-800-482-8049
	Child Protective Services (Hotline)	1-800-482-5964
	Arkansas Attorney General's Office Hotline	1-800-482-8982
	Women and Children First (battered women)	501-376-3219 or 1-800-332-4443
	(Emergency crisis line)	
	Provide shelter and a 24-hour crisis hotline for survivors of family violence, they also help women and their children find long term housing.	
<b>ADULT DAYCARE</b>	St. Luke's Respite Care Center (Thursdays)	501-753-4281
	4106 JFK Blvd., NLR	
	Central AR Area Agency on Aging Carelink	501-372-5300
	706 W. 4 <sup>th</sup> St., NLR	
	SCAT (Senior Citizens Activities Today)	501-374-0123
	Heart of Arkansas United Way	501-376-4567
<b>AIDS</b>	HIV Services Program Coordinator	501-661-2503
	4815 W. Markham, Little Rock	
	CDC	1-800-458-5231
	AIDS Clinical Trials Info Service (1-4pm)	1-800-TRIALS-A
	AIDS Treatment Drug Info.	1-800-822-7422
	Deaf Access AIDS Hotline	1-800-243-7889
	Spanish AIDS Hotline	1-800-344-SIDA
	National HIV & AIDS Hotline	1-800-232-4636
	Arkansas Aids Foundation	501-374-2898



<b>AIDS Testing</b>	Planned Parenthood	501-666-7526
	Pulaski County Central Health Unit	501-280-3125
<b>ALCOHOL &amp; OTHER</b>	Quapaw Ark Detox	501-686-9393
<b>DRUG ABUSE</b>	Integrated Health Care	501-227-7305
	#5 Shackelford Plaza, Little Rock	
	Little Rock Compassion Center	501-296-9114
	3618 Roosevelt Road (for men only)	
	Women, Children & Men	
<b>Detox Centers</b>		
<b>In-Patient</b>	GYST House, 24 hours	501-568-1682`
	8101 Frenchmons Lane	
	Recovery Centers of Arkansas	501-372-4611
	1201 River Road, North Little Rock	
<b>Out-Patient</b>	Ouachita County Hospital	870-836-1289
	638 California Ave., Camden	
	Alcoholics Anonymous (24 hours)	501-664-7303
	Big Brothers Big Sisters of Central Arkansas	501-374-6661
	• Ms. Renee Burks, Project Director	501- 375-0906 - Fax
	312 W. Pershing	
North Little Rock, AR 72114 FAX:		
PSP EMAIL: <a href="mailto:rburks@bbbsca.org">rburks@bbbsca.org</a>		
<b>Out-Patient (cont.)</b>	Family Service Agency	501-753-0202
	629 W. Broadway (Drug & alcohol abuse program)	



Greater Second Care Center, Inc.	501-569-9988
<ul style="list-style-type: none"> <li>Mr. Fred Harvey, Project Director After School Care</li> </ul>	501- 570-0000 - Fax
5615 Geyer Springs Rd.	
Little Rock, AR 72209	
PSP EMAIL:	
<a href="mailto:fharvey@greatersecond.org">fharvey@greatersecond.org</a>	
CLFC@greatersecond.org	
Kiwanis Activities, Inc. (DBA) Pfeifer Kiwanis Camp	
<ul style="list-style-type: none"> <li>Mr. Sanford Tollette, Project Director</li> <li>Ms. Binky Martin-Tollette, Assistant Director</li> </ul>	501-821-3714 501-821-3714
5512 Ferndale Cutoff	
Little Rock, AR 72223	
FAX:	
PSP EMAIL:	
sanford@pfeifercamp.com	501-8212629
<b>Website:</b>	
<a href="http://www.pfeifercamp.com/">http://www.pfeifercamp.com/</a>	
<a href="mailto:binky@pfeifercamp.com">binky@pfeifercamp.com</a>	
<a href="mailto:jpkcamp@pfeifercamp.com">jpkcamp@pfeifercamp.com</a>	
Professional Counseling Associates	501-955-7600
UAMS Substance Abuse Treatment Clinic	501-526-8400
4301 W. Markham, Little Rock	
Serenity Park – Male and Female Facility	501-663-7627



	2801 W. Roosevelt, Little Rock	
	The Bridgeway	501-771-1500
	21 Bridgeway Road, North Little Rock	
	CPC Pinnacle Pointe Hospital	501-223-3322
	11501 Financial Center Parkway, Little Rock	
<b>Information</b>	Prevention Resource Center, Family Service Agency	501-372-4242
	Reynold's Institute	501-686-6219
	UAMS, 2 <sup>nd</sup> Floor	
	Evaluation by doctors and formulation of a treatment plan including the patient and the family.	
	Arkansas Department of Health	501-661-2336
	4815 W. Markham	
	(To get copies of certificates for persons who were born or who died in Pulaski County)	
<b>ALZHEIMER'S DISEASE</b>	World Services for the Blind	501-664-7100
	(Also known as AR Enterprises for the Blind mobility training, preparation for independent living)	
<b>BIRTH AND DEATH CERTIFICATES</b>	World Services for the blind (Also known as AR Enterprises for the Blind mobility training, preparation for independent living)	501-661-2336



<b>BLINDNESS</b>	State Library for the Blind and Physically Handicapped  (Free large print books for loan, cassettes, records, Braille materials and equipment. Request must be filled out by a healthcare provider.)	501-682-1155
<b>BUS TICKETS</b>	CAT (Central Arkansas Transit)  Salvation Army	501-375-1163  501-374-9296
<b>CANCER</b>	American Cancer Society  (Promotes early detection and treatment of cancer, provides services to patients and their families)  CARTI (Central AR Radiation Therapy Institute)	501-666-5409   501-664-8573
<b>CHILD DAYCARE</b>	Division of Child Care & Early Childhood Education  (Provides free information to parents to help them locate childcare services in the state 8:30 am – 4:30 p.m., Monday-Friday)  St. Augustine Center for Children  1410 E. 2 <sup>nd</sup> Street, NLR  (Serves 3-5 years, sliding scale fee)  Hunter Child Care Center  3301 Romine Road  (Serves 6 weeks – 12 years, sliding scale fee, before and after school care)	1-800-445-3316   501-378-0940   501-225-7683



<b>CHILDREN AND YOUTH SERVICES</b>	AR Advocates for Children and Families	501-371-9678
	Big Brothers/Big Sisters	501-374-6661
<b>General Information And referral</b>	Quapaw Boy Scouts of America	501 664-4780
	Boys and Girls Club of Central Arkansas	501-666-8816
	NLR Boys Club	501-945-3162
	Girl Scouts	501-758-1020
	Arkansas for Drug-Free Youth	501-375-1338
	Arkansas Advocates for Children and Families	501-371-9678
	Arkansas Association for Hearing-Impaired Children	TDD 221-1330
	Arkansas Early Childhood Association	501-221-2635
	Arkansas Easter Seal Society	501-227-3600
	Arthritis Foundation Hot Line	(800) 482-8858
	Center for Youth & Families	501-666-8686
	Child Care Referral	507- 287-2020
	Child find Hot Line	800-426-5678
	Child Help USA	800-422-4453
		501-682-1001



	Child Protective Services	501-225-0997
	Kidsource	501-666-8777
	Learning Disabilities Assoc. of Arkansas	501-663-3100
	March of Dimes Birth Defect Foundation	800-843-5678
		800-442-4673
	National Center for Missing & Exploited Children	501-374-1011
	National HOPEline Network	501-666-6833
<b>CHILDREN AND YOUTH SERVICES (Support Groups)</b>	New Futures for Little Rock Youth	800-235-0002
	Parent Center	501-340-6688
	Health Information Hot Line	
	Pulaski County Youth Services	501-821-5500
	Youth Home, Inc.	501-375-1338
	Arkansas YouthLeadership Initiative	501-364-1100
	Arkansas Children's hospital Adolescent & Young Adult Clinic	501-374-6661
		501-666-8686
	Big Brothers/Big Sisters of Pulaski County, Inc.	800-786-2929
	Centers for Youth & Families	501-374-1011
	National Runaway Safeline	501-562-5223
	New Futures for Youth	
	P.A.R.K.	501-666-7233
		800-248-8336
	Shelter for Homeless & Runaway	



	Children	666-6833 Ext. 3136
	Teen LifeLine	
		501-771-5511
	Teen Obstetric Prenatal Parenting (TOPPS)	
		501-376-4567
		501-378-0176
	Transitional Living Program & Youth Emergency Shelter	
	United Way First Call for Help	
	Watershed Human & Community Development Agency	
<b>CLOTHING</b>	St. Francis House	501-664-5036
	2701 Elm Street	
	Watershed II	501-378-0176
	3701 Springer Blvd.	
	Goodwill Industries of Arkansas	501-372-5100
	1110 West 7 <sup>th</sup> , Little Rock, AR 72201	
<b>CONSUMER ADVOCACY</b>	Arkansas Community Organization	501-376-7151
	Arkansas Better Business Bureau	501-664-7274
	Public Service Commission	501-682-2051
	Attorney General's Office	501-682-2007
<b>CONSUMER COUNSELING</b>	Consumer Credit Counseling	501-753-0202
	8am – 5pm	



**COUNSELING  
SERVICES**

Child Study Center 501-364-5150  
UAMS 5:30am – 5:00pm

Centers for Youth and Families 501-666-4949  
Outpatient Counseling Center  
5905 Forest Place, Suite 100

**CRISIS/EMERGENCY  
SERVICES**

Salvation Army 501-374-9296  
Women & Children First 501-376-3219  
Poison Control and Information 501-686-6161  
Center for Youth Emergency Shelter 501-666-7299  
Arkansas State Police Child 800-482-5964  
Abuse Hotline

**DRUG COUNSELING/  
TREATMENT**

Baptist Health Rehabilitation Institute  
Recover Care Unit 501-202-7000  
9601 I-630, Exit 7  
Hoover Center/Black Community  
Developers Center 501-663-9621  
4000 West 13th Street  
Little Rock, AR 72204  
Residential and Outpatient Treatment Services,  
Partial Day

Recovery Centers of Arkansas  
Riverbend  
1201 River Road  
North Little Rock, AR 72114  
Website: [www.rcofa.org](http://www.rcofa.org)  
Carole Baxter, Executive  
Director  
Phone: 501-372-4611  
Fax: 501-372-1801  
E-Mail: [cbaxter@rcofa.org](mailto:cbaxter@rcofa.org)

RCA-Williamsburg  
6301 Father Tribou St.,  
Little Rock, AR 72205-3003  
(Outpatient Treatment Services)  
Carole Baxter, Executive  
Director  
Telephone: 501-372-4611  
Fax: 501-372-1801  
E-Mail: [cbaxter@rcofa.org](mailto:cbaxter@rcofa.org)  
Serenity Park, Inc. & Serenity Home  
2801 W. Roosevelt Road  
Little Rock, AR 72204  
Website: <http://www.serenitypark.org>  
(Residential Treatment Services for Males &  
Females)  
(Gender Separate)  
Larry Gaines, Executive  
Director  
Billy Deluca, Administrator  
Phone: 501-663-7627  
Toll Free: 866-699-7627  
Fax: 501-663-2859  
E-Mail:



	Partial Day Outpatient (Male & Female)	serenitypark@comcast.net
<b>EDUCATION</b>		
	Arkansas Literacy Council	501-907-2490
	Pleasant Hill AME Church, Free Tutoring	501-490-0267
	Literacy Action of Central Arkansas	501-372-7327
	Youth Challenge (AR National Guard)	501-212-5565
	Arkansas Baptist Adult Education Center	501-372-1547
	North Little Rock Location	501-353-1449
<b>ELDERLY</b>	<a href="http://www.seniorcorps.gov">www.seniorcorps.gov</a> (Foster Grandparent)	501-372-5300
<b>General Information</b>	Central AR Area Agency on Aging  706 W. 4 <sup>th</sup> Street, NLR  <i>(Good I &amp; R for the elderly, covering Pulaski, Saline, Lonoke, Faulkner, Monroe, &amp; Prairie Counties)</i>	
	Jacksonville Senior Wellness & Activity Center	501-982-7531
	(SCAT) Senior Citizens Activities Today  1800 S. Broadway	501-374-0123
	Life Quest, NW Little Rock area	501-225-6073
<b>Advocates</b>	Care Links  <i>(Assistance to the elderly living at home in the following areas of need: neglect &amp; exploitation, Social Security, SSI, food stamps, private pensions, and veteran's benefits.)</i>	501-372-5300
	National Council on Aging	1-800-424-9046



<b>Employment</b>	Care Link	501-372-5300
	(Employment opportunities for those 55 and older in Pulaski, Saline, Lonoke, Faulkner, Monroe & Prairie Counties)	
	SCORE (Sr. Corp of Retired Persons)	501-324-7379
	(Matches retired executives with agencies which can benefit from their expertise)	
<b>Eye Care</b>	Eye Care of America	1-800-222-3937
	(Free care to detect and treat blindness (elderly only). This does not cover exams for eyeglass prescriptions.) <a href="http://www.eyecareamericalorg">www.eyecareamericalorg</a>	
<b>Food/Meals</b>	Meals on Wheels (Care Link)	501-372-5300
	SCAT (Sr. Citizens Activities Today)	501-374-0123
	(Activities, meals, crafts, & recreation)	
	Food Stamps	501-682-1001
	(If a client receives SSI, he/she is eligible for food stamps. Any local Sr. Citizen's center can help with application)	
<b>Home Maintenance</b>	Park Hill Baptist Church Small Maintenance Repair Team	501-753-3413
	201 East C Street, NLR	
<b>Medicaid</b>	Medicaid can be granted to anyone receiving SSI. It helps to pay for hospital and personal care. Proof of SSI is required when filing.	501-682-8233
	Carelink Live In/Sitter Program	501-372-5300
<b>Respite Care</b>	St. Luke's Respite Care	501-753-4281
	4106 JFK Blvd.	
	St. Vincent Home Care	501-663-7198
	6701 W. 12 <sup>th</sup> Street	
	(For someone to stay with homebound)	



*patients)*

Visiting Nurse Association 501-664-4933  
6071 W. 12<sup>th</sup> Street

(In-homecare, nutrition, counseling, speech,  
physical, & occupational therapy, support  
and social work consultation)

Central AR Home Health Agency 501-661-2614

**Senior Citizen's Center**

Camp Aldersgate 501-225-1444  
2000 Aldersgate Rd.

Campus Towers Housing Project 501-374-1352  
1101 E. 7<sup>th</sup> Street, NLR

East End Senior Center 501-374-2881  
2500 E. 6<sup>th</sup> Street

Glenview Recreation Center 501-945-2921  
4800 E. 19<sup>th</sup> Street

Heritage House Activity Center for Senior  
Citizens 501-758-9941  
2301 Division Street, NLR

Jacksonville Senior Center 501-982-7531  
100 Victory Circle

Maumelle Senior Center 501-851-4344

Parris Towers Senior Center 501-374-0123  
1800 S. Broadway

Willow House Housing Project 501-758-3670  
2500 Willow, NLR

Saline Co. Senior Adult Center 501-776-0255  
210 Jefferson Street, Benton



<b>EMERGENCY NUMBERS</b>	Arkansas Department of Health	501-661-2000
	After Hours	501-661-2136
<b>Pulaski County</b>	Pulaski County Health Department	501-280-3100
	Arkansas Children's Hospital -Emergency	501-364-1185
	Baptist Medical Center – Emergency	501-202-2000
	DHS Children and Family Services	501-682-2119
	Little Rock Police Department	911
	North Little Rock Police	501-771-1200
	Little Rock Fire Department	501-371-4485
	North Little Rock Fire Department	501-340-5377
	Poison Control – (UAMS)	1-800-222-1222
	FBI	501-221-9100
	EPA – National Response Center (To report toxic chemical and oil spills)	1-800-424-8802
<b>EMPLOYMENT RESOURCES</b>	American Indian Center of Arkansas	501-666-9032
	1100 N. University #143	
	Arkansas Workforce	501-682-2121
	5401 South University Little Rock, AR	
	Salvation Army	501-374-9296



1111 W. Markham

Watershed II

3701 Confederate Blvd.

501-378-0176

Our House

501-375-2416

822 Louisiana

Florence Crittenton Home

501-663-0772

(For pregnant teenagers)

Job Corps

501-618-2500

(For those 16-21 years of age, providing  
training, transportation, and child care)

St. Francis House

501-664-5036

2701 S. Elm

(Occasionally they will help with rent)

**FAMILY PLANNING**

Family Planning Clinic

501-280-3340

(Arkansas Department of Health)

Planned Parenthood

501-666-7526

Arkansas Children's Hospital Adolescent  
Center

501-364-8336

Southwest Health Clinic



**FINANCIAL COUNSELING**

501-565-9311

Consumer Credit Counseling Service

628 W. Broadway

501-753-0202

North Little Rock

**FOOD - Groceries**

Camp Aldersgate

501-225-1444

2000 Aldersgate Rd.

*(FCFH must call Camp Aldersgate and  
refer the client.)*

Helping Hand

501-372-4388

1601 Marshall

*(Closes at 2:00 daily, except Thursday,  
when it closes at noon.)*

Salvation Army

501-374-9296

1111 W. Markham

*(As well as other branches)*

St. Francis House

501-664-5036

2701 S. Elm

Watershed II

501-378-0176

3701 Springer Blvd.

Gardner Methodist Church

501-374-9520

18<sup>th</sup> & Schaer, NLR

Park Hill Baptist Church

501- 753-3413

201 East C Street, NLR



WIC (Health Department) 501-661-2508  
5800 W 10<sup>th</sup>, Suite 810

WIC 501-982-7477  
1321 Hill Street, Jacksonville

**Hot Meals**

Stew Pot 501-372-1804  
First Presbyterian Church, 8<sup>th</sup> &  
Scott St.  
(Monday – Friday, 12:00 – 1:00)

Friendly Chapel Soup Kitchen 501-371-0912  
116 S. Pine, NLR (Monday –  
Friday)

Stone Soup  
Quapaw Quarter Methodist Church, 501-375-1600  
6<sup>th</sup> & Louisiana  
(Hot meal on Sunday, 12:00 - 4:00)

**FUNERAL**

Casework Division of Governor's 501-682-2345  
Office  
Cremation

**FURNITURE**

\*\*No agency routinely has free  
furniture. Furniture may be purchased  
at area thrift stores (such as Salvation  
Army at 3618 W. Roosevelt, or  
Goodwill at 1201 W. 7<sup>th</sup>).



Occasionally, the following agencies may have furniture to give away:

St. Francis House

501-664-5036

## **HEALTH SERVICES**

Adolescent Center

501-364-8336

1201 Bishop, Little Rock, AR

Care for teens age 12-21. Sports physical,

Immunizations, counseling.  
Appointments only.

Arkansas Children's Hospital

501-364-1100

800 Marshall, Little Rock, AR 72201

Baptist Medical Center

501-202-7000

Care for sick children. Immunizations for preschoolers only. No appointment necessary.

Pulaski County Central Health Clinic

501-490-1602

College Station Clinic

501-280-3100

Pulaski County Central Health,  
Little Rock

501-982-7477

Jacksonville Health Clinic

501-280-3340

Health Department Clinic

501-565-9311

Southwest Health Clinic

Planned Parenthood

501-666-7526

St. Francis House

501-664-5036

St. Vincent's Health Clinic East

501-552-4710



	UAMS Medical Center	501-686-7000
	Westside Free Medical Clinic	501-664-0340
<b>Infant &amp; Child</b>	Pulaski County Health Departments (See numbers and locations above)	501-380-3100
	Arkansas Children's Hospital General Pediatric Clinic	501-364-1100
<b>Child Care Referral Services</b>	Arkansas Human Services	1-800-445-3316
	Child Care Education	
	Children and Family Services/ Neglect	501-682-8772
	Children and Family Service/Childcare	501-682-8590
	New Futures for Little Rock Youth	501-374-1011
<b>HEARING SERVICES</b>	Arkansas Childrens Hospital Audiology and Speech Clinic 4815 W. Markham	501-364-4319
	Audiology and Speech Pathology 5820 Asher Ave. Suite 600 (Adult hearing rehabilitation, hearing evaluation, individual work and counseling, speech therapy, sliding scale fee, and regular fee payment)	501-569-3155



	Arkansas School for the Deaf	501-324-9506
	Arkansas Rehabilitation Services	501-686-2800
	Interpreter Referral Service	
	Outreach Program School for the Deaf	501-324-9523
<b>HOMELESS SHELTERS</b>	Dorcas House	501-374-4022
<b>Women &amp; Children</b>	823 South Park  (For women and children, average length of stay is 6 weeks; provides shelter, food, clothing, and social work assistance. 24 hour service)	
	Women and Children First	501-376-3219
	(Shelter & support for battered women & children for up to 45 days, 24 hour service)	
<b>Teens</b>	Centers for Youth and Families	501-666-4949
	6425 W. 12 <sup>th</sup>  (Crisis counseling, shelter, food & clothing for runaway and homeless youth ages 8-17 in crisis situations for up to 45 days, 24 hour service)	
<b>Families</b>	Our House	501-375-2416
	302 E. Roosevelt  (Food, shelter, clothing, employment, housing assistance to homeless men,  women & children for 30 days, extensions may be granted, check-	



in: 4:30 – 5:00 pm, emergency  
check-in til 10:00 pm)

Salvation Army

1111 W. Markham

(Food, shelter, employment, and  
social work counseling for men,  
women, and children for 5 days,  
check-in at 4:30) 501-374-9296

**Men**

Salvation Army Adult Rehabilitation Center 501-374-9296

3618 W. Roosevelt

*(Medium termed care of adult men  
with treatable handicaps such as  
alcoholism*

*and homelessness.)*

Union Rescue Mission Transient Lodge 501-376-8470

615 Magnolia, NLR

*(Food, shelter, & clothing for men  
for 3 nights every 10 days, check-in  
3:00 p.m. – 7:00 a.m.)*

**Services**

Homeless Education Program, LRSD 501-447-2988

501 Sherman Street, Little Rock, AR  
72202

**HOSPITALS/  
CLINICS**

AR Children's Hospital

501-364-1100



AR Children's Hospital Development Center 501-364-1100

(Evaluation & therapy for developmentally delayed children)

**Free Clinics:**

Harmony Health Clinic, 201 E. Roosevelt Rd., by Appointment only (medical and dental) Monday – Thursday 9am – 3 pm Walk in Accepted only Thursdays 5 – 9pm

501-375-4400

**HOTLINES**

Suicide	1-800-273-TALK
Child Abuse 1-800-4achild	1-800-422-4453
National Runaway Switchboard	1-800-786-2929
Substance Abuse Hotline	1-855-649-6079
Cocaine	1-844-888-6908
National STD and AIDS Hotline	1-800-448-0440
Arkansas State Health Department	1-800-462-0599
Battered Women	1-802-658-1996
Child Abuse Hotline	1-800-422-4453
DHS Client Assistance	1-800-482-8988
National Highway Auto Safety	1-800-424-9393
Beech-Nut Nutrition for Babies	1-800-233-2468
Product Safety	1-800-638-2772
Alcoholics Anonymous	1-800-ALCOHOL
CDC	1-800-458-5231
American Council for the Blind	1-800-424-8666
Arkansas Trauma Foundation	1-212-772-0608
Cancer Information Service	1-800-4-CANCER



Child Find	1-800IAMLOST
Children's Hospice	1-719-683-2792
American Diabetes	1-800-342-2383
Gambling	1-800- GAMBLER
National Adoption Center	1-800-TO- ADOPT
National Association for Hearing & Speech Action	1-800-638-8255
National Council on Alcoholism	1-800-475-HOPE
National Grief Recovery Insitute	1-800-334-7606
National Brain Injury Association	1-800-444-NHIF
National Health Information Clearinghouse	1-800-336-4797
Parents Anonymous	1-909-621-6184
Co-parenting and Abduction	1-800-A-WAY- OUT
National Rehabilitation	1-800-34-NARIC
Relapse Prevention Hotline	1-866-949-8009
Sexually Transmitted Disease	1-800-227-8922
Shriner's Hospital	1-800-237-5055
Trauma	1-800-556-7890

*(Teens can go to any local hospital  
that sponsors Operation Safe Place)*

## **HOUSING**

Public Housing	501-324-5931
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Little Rock Office	501-758-8911
North Little Rock Office	501-376-7151
ACORN	

## LEGAL SERVICES

	Center for AR Legal Services .....	1-800-950-5817
	Little Rock	
	Auditor of State	501-682-6030
	American Civil Liberties Union	501-374-2660
501-375-4606	Arkansas Bar Association	
501-340-8000	Prosecuting Attorney's Office	

## MENTAL HEALTH

National Alliance for the Mentally Ill	501-661-1548 or 1-800-844-0381
Arkansas Cares	501-771-1500
United Methodist Children's Home 2002 South Fillmore Little Rock, AR 72204	Shari Willding Program administrator Phone: 501-906-4247 Fax: 501-296-1714 Email:swildding@ mthodistfamily.or g
Arkansas State Hospital 4313 West Markham, Little Rock, AR 72201	501-686-8000
Bridgeway #12 Bridgeway Road, NLR	501-771-1500
Centers for Youth and Families 6101 W. 12 <sup>th</sup> Street (Parent Center) Centers for Youth and Families	501-666-8686



6601 W 12 <sup>th</sup> Street (Diagnostic counseling for emotionally troubled children) Dayspring Therapeutic Mental Health Center 9914 I-30 Little Rock, AR 72209	501-666-4949
Little Rock Community Mental Health 4400 Sheffield	501-666-4949
	501-565-8501
	501-686-9300
Make a Wish Foundation	501-376-4650
Parental and Teen Pregnancy Hotline	800-235-0002
State Health Department	501-661-2000
Methodist Family Health 1600 Aldersgate Rd. #200 Little Rock, AR 72205	501-661-0720
	501-223-3322
	501-316-1255
Pinnacle Point Hospital 11501 Financial Parkway, LR, AR	501-666-3243
Rivendell Behavioral Health Services 6724 interstate 30	501-280-310
Planned parenthood	501-225-3836
Pulaski County Health Department Little Rock Family Planning Service	501-664-0340
Catholic Diocese of Little Rock- Adoption	



Services

UAMS Medical Crisis and Loss Clinic

<b>PARENTING CLASSES</b>	Center for Youth & Families Parent Center	501-666-6833
<b>PREGNANCY/ HEALTH EDUCATION</b>	Department of Human Services Adoption Service	501-682-1001 800-522-6630
	Florence Crittendon	501-376-4791
	AR Department of Health Promise House (Residential Care for Pregnant teens)	
	Pulaski County Health Department (STD)	501-280-3125
	3915 W. 8 <sup>th</sup> Street, Little Rock, AR Pulaski County Youth Services .....	501-340-8250
	Learning Disabilities Association of Arkansas	501-666-8777
<b>Teenage Parenting</b>	Teen Parent Program	501-666-6833
	Overeaters Anonymous	479-474-9606
	St. Francis House, 24 hours Assistance	501-664-5036
<b>PREVENTION/ EDUCATION</b>	American Red Cross	501-748-1000 Or 800-REDCROSS
	Arkansas Advocates for Children and Family	501-371-9678



	CPC Pinnacle Pointe Hospital	501-223-3322
<b>SUPPORT GROUPS</b>	Teen Hotline	1-800-852-8336
	Women and Children First	1-800-332-4443
	CPC Pinnacle Pointe Hospital	501-223-3322
	Dorcas House	501-374-4022
<b>UTILITY ASSISTANCE</b>	CADC (Central Arkansas Development Council)	501-603-0909
<b>VIOLENT BEHAVIOR</b>		501-372-4242
	Family Service Agency - Anger Management Program and Domestic Violence	
<b>YOUTH HOME</b>		501-954-7470
	Behavioral Health Service of Arkansas	501-954-7470
	Outpatient Phone	



**From:** Gloria Pedro

**Sent:** Tuesday, March 5, 2019 5:39 PM

**To:** Gayle White

**Subject:** We're halfway to the finish line: "trigger" ban is law, two bills pass, and a new targeted attack...

# Arkansas DONITOR

barely a quorum and few people in the room, Sen. Irvin passed SB 341, her medication abortion "reversal" misinformation bill. There  
Regardless, Sen. Irvin's bill was placed on the Senate calendar late the next day and considered at an especially early session of the

SB 341's requirement that doctors tell their patients to search the internet if they have questions about how to "reverse" an abortion.  
men's health at risk.

information. Tell the House Public Health Committee to vote NO on SB 341.

(details below). The more power we can show now, the better we can fight back in the future. These legislators need to know that we





In solidarity,

Gloria Pedro  
Arkansas Manager  
of Public Policy &  
Organizing  
Planned  
Parenthood Great  
Plains Votes



---

abortion in the case of a diagnosis of fetal Down syndrome, while doing nothing to address discrimination or ensure that people living

porting requirements on abortion providers in an effort to intimidate and ultimately discredit them.

ng period to 72 hours and increase Arkansas' "informed consent" requirements.

reating a barrier to care in Northwest Arkansas.

18 weeks without exceptions for rape, incest, or fatal fetal anomaly. It has passed the House.

arry fetuses with a fatal diagnosis to full term. It has passed the House.

ville) are part of an effort to reduce Arkansas' maternal mortality rate by establishing oversight. They have passed the House.

d administration of oral contraceptives. It has passed the House.

estoration Act — it would expand the right of doctors not to participate in services that violate their conscience.

ceptives without a prescription.

e and potentially dangerous information about abortion pill "reversal" to patients. It has passed the Senate.

s overturned with no excpetion for rape or incest. Doctors who perform abortions would face up to 10 years in prison.

e sex education (Senate Education).

when they are pregnant (House Governmental Affairs).

---

ce-to-face with state legislators to voice your concerns about proposed legislation. The energy and enthusiasm of the group was palp









Benefiting  
Planned  
Parenthood  
Great Plains



# GARDEN PARTY



you make a gift to support our work in Arkansas?

**Donate**



**From:** Baker, Zack  
**Sent:** Wednesday, March 13, 2019 10:11 AM  
**To:** badams5114@pcssd.org  
**Subject:** Education Partnership  
**Attachments:** PPGP Education Guide.pdf

Coach Adams,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' free education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

We also offer a training program for staff! Let me know if that is something you are interested in!

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: zack.baker@ppgreatplains.org



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



<="" img="">

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# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



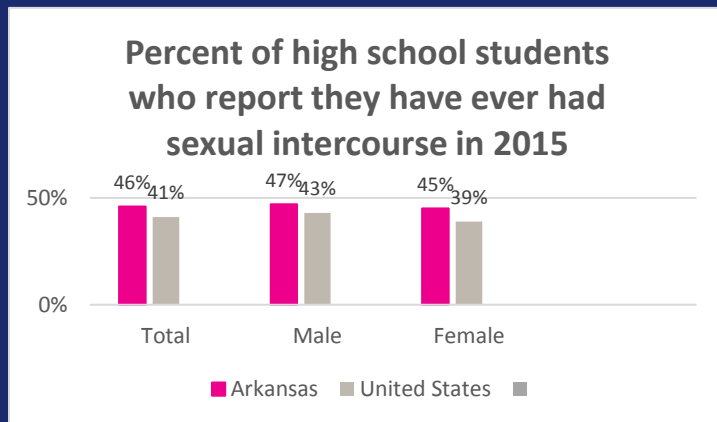


# Arkansas

## Facts

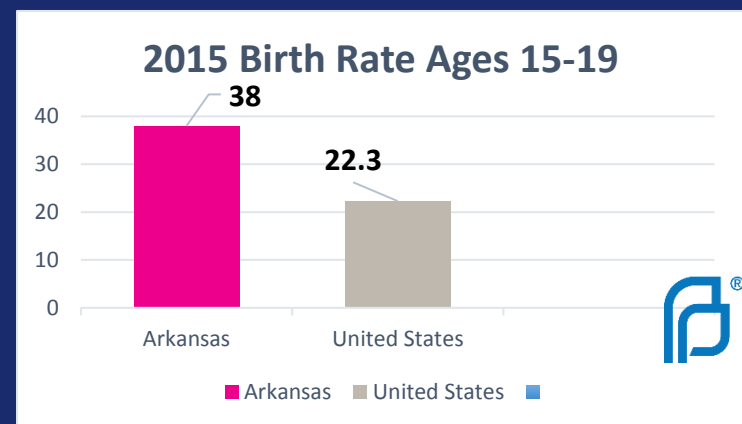
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>





**From:** Baker, Zack  
**Sent:** Wednesday, March 13, 2019 10:12 AM  
**To:** TIDWELL, CHASSIE  
**Subject:** RE: Healthy Relationship Education

Ms. Tidwell,

Just following up! Let me know if you have any questions!

**From:** TIDWELL, CHASSIE [mailto:ctidwell@pcssd.org]  
**Sent:** Friday, February 22, 2019 11:20 AM  
**To:** Baker, Zack  
**Subject:** Re: Healthy Relationship Education

Thank you for this information. Let me review my calendar and get back to you.

On Thu, Feb 21, 2019 at 4:23 PM Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)> wrote:

Ms. Tidwell,

I hope all is well! I wanted to let you know that since we last spoke we have gained a new curriculum to use call Love Notes. This curriculum is on the evidence based list of curriculums.

Love notes builds skills and knowledge for healthy and successful relationships with partners, family, friends, and co-workers. It is designed to help young people (16-24 years of age) make wise relationship and sexual choices. It is on the list of evidence based programs for teen pregnancy prevention and was rated one of the highest effective program. Love Notes takes a unique approach by focusing heavily on healthy relationships and good communication. It's very interactive and engaging for students! I am attaching some more information on Love Notes to this email (file titled "introduction" and "Table of Contents").

I would love to talk with you more about it and show you some of the lessons! Let me know if you have any questions.

Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

P: 501-666-3243

C: 501-317-0273



E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.

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**Chassie Tidwell  
Maumelle High School  
Counselor (A-Han)  
(501)-851-5350  
~Entergetic Educator**

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**From:** TIDWELL, CHASSIE  
**Sent:** Wednesday, March 13, 2019 12:05 PM  
**To:** Baker, Zack  
**Subject:** Re: Healthy Relationship Education

Please email my department head and see if we will be able to schedule something this year. We have spring break next week and once the students return we will be preparing for Summative testing. Her name Mrs. Emfinger. [jemfinger@pcssd.org](mailto:jemfinger@pcssd.org)

On Wed, Mar 13, 2019 at 10:12 AM Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)> wrote:

Ms. Tidwell,

Just following up! Let me know if you have any questions!

**From:** TIDWELL, CHASSIE [mailto:[ctidwell@pcssd.org](mailto:ctidwell@pcssd.org)]  
**Sent:** Friday, February 22, 2019 11:20 AM  
**To:** Baker, Zack  
**Subject:** Re: Healthy Relationship Education

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Ms. Tidwell,

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Love notes builds skills and knowledge for healthy and successful relationships with partners, family, friends, and co-workers. It is designed to help young people (16-24 years of age) make wise relationship and sexual choices. It is on the list of evidence based programs for teen pregnancy prevention and was rated one of the highest effective program. Love Notes takes a unique approach by focusing heavily on healthy relationships and good communication. It's very interactive and engaging for students! I am attaching some more information on Love Notes to this email (file titled "introduction" and "Table of Contents").



I would love to talk with you more about it and show you some of the lessons! Let me know if you have any questions.

Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

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C: 501-317-0273

E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)



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Chassie Tidwell



**Maumelle High School**

**Counselor (A-Han)**

**(501)-851-5350**

**~Energetic Educator**

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**Chassie Tidwell  
Maumelle High School  
Counselor (A-Han)  
(501)-851-5350  
~Energetic Educator**



**From:** Gloria Pedro  
**Sent:** Friday, March 15, 2019 2:29 PM  
**To:** Gayle White  
**Subject:** Help us fight extreme anti-abortion legislation

Planned Parenthood Great Plains Votes

YOUR HELP! Politicians in Arkansas have already passed two new bans on abortion and are considering NINE more bills that threaten women's access to care. Please donate now to help Planned Parenthood Great Plains Votes work to fight these bills and help protect women of Arkansas.

Arkansas is dangerously close to passing bills that would extend the mandatory waiting period for abortion to 72 hours and force doctors to provide medically inaccurate and potentially harmful information about so-called abortion "reversal." Planned Parenthood advocates are working hard to push back against ALL these dangerous bills, but we need your help if we're going to make a serious impact.

With your \$50 donation, Planned Parenthood Great Plains Votes will continue to mobilize our supporters to take action and voice their opposition to these restrictions. Together, we can speak out on behalf of women's health and rights and tell politicians to stop putting our health at risk.

Consider a gift today.

Politicians should focus on what they were elected to do: protect the health and safety of Arkansans. Instead, anti-abortion lawmakers are restricting access to care and risking the health and lives of people in our state.

With your \$50 donation, we will work to keep politicians out of your doctor's office and protect health care for people across Arkansas. Thank you for your support. Thank you for standing with us!





Sincerely,

Gloria Pedro  
Arkansas Manager  
of Public Policy &  
Organizing  
Planned  
Parenthood Great  
Plains Votes



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Visit our website.

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Suite 200  
Overland Park, KS 66211  
United States

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**From:** Baker, Zack  
**Sent:** Monday, March 25, 2019 11:15 AM  
**To:** jemfinger@pcssd.org  
**Subject:** Healthy Relationship Workshop  
**Attachments:** Introduction.pdf; Table of Contents.pdf

Ms. Emfinger,

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am reaching out to introduce myself in hopes that we can partner together to ensure everyone has access to excellent sexual and reproductive healthcare and education. Planned Parenthood Great Plains' education programs are designed to best meet the needs of the specific audience. Our lectures include clear, medically accurate, and developmentally appropriate discussions supporting healthy and responsible choices.

The curriculum I would propose using in Love Notes. Love notes builds skills and knowledge for healthy and successful relationships with partners, family, friends, and co-workers. It is designed to help young people (16-24 years of age) make wise relationship and sexual choices. It is on the list of evidence based programs for teen pregnancy prevention and was rated one of the highest effective program. Love Notes takes a unique approach by focusing heavily on healthy relationships and good communication. It's very interactive and engaging for students! I am attaching some more information on Love Notes to this email (file titled "introduction" and "Table of Contents").

I would love to discuss implementing this program with your organization. Let me know if you would be interested or just want more information!

Thanks!

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: zack.baker@ppgreatplains.org

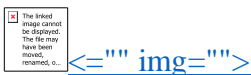


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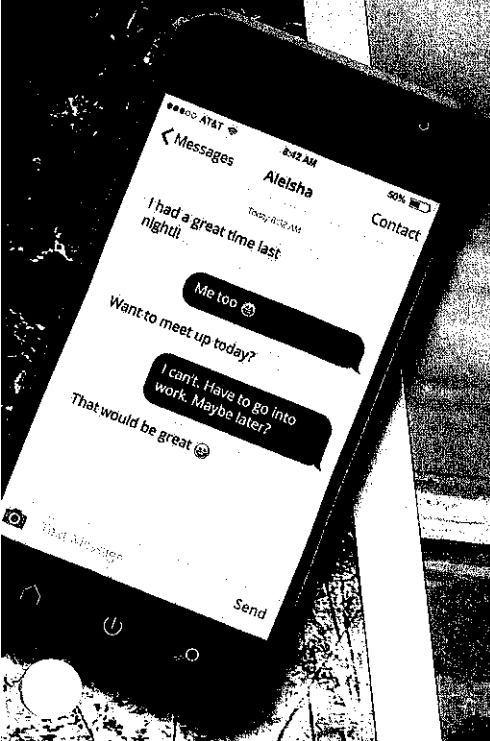


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# Love Notes®

VERSION 3.0

**Relationship Skills  
for Love, Life, and Work**

**Marline E. Pearson, M.A.**

**INSTRUCTOR'S MANUAL**







# **Love Notes**

Relationship Skills for  
Love, Life, and Work

## **INSTRUCTOR'S MANUAL**

Marline E. Pearson, M.A.

PUBLISHED BY THE DIBBLE INSTITUTE | BERKELEY, CA 94707-0881



## **Love Notes**

Relationship Skills for Love, Life, and Work  
Instructor's Manual

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All net proceeds from the sale of *Love Notes* and other instructional materials support the work of The Dibble Institute, a nonprofit, non-sectarian, non-political educational organization established to advocate and provide research-based, best practices materials for youth relationship education. For more information about additional resources, please contact:

### **The Dibble Institute**

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# Introduction

*Love Notes* builds skills and knowledge for healthy and successful relationships with partners, family, friends, and co-workers. It is designed to help young people (16-24 years of age) make wise relationship and sexual choices. Wise choices will assist them in achieving their education, employment, relationship, and family goals, while poor relationship and sexual choices may create barriers to these goals. It is developed especially for teens and young adults at risk for unstable and poor quality relationships, unplanned pregnancies, and for those who are pregnant or already parenting. That said, much of the content of *Love Notes* is relevant to any young person.

The communication skills and self-awareness components of *Love Notes* are key to all kinds of relationships in life. For example, these soft skills increase successful and cooperative interactions in the workplace. Employers report that soft skills are vital for the success of young people entering the workforce.

*Love Notes* also represents an innovative approach to both pregnancy/STIs and intimate partner violence prevention within the context of a positive youth development approach. These goals, typically addressed in separate programs, are integrated and embedded into one comprehensive healthy relationship skills program. This comprehensive approach was selected by the US Department of Health and Human Services (HHS) for a 5-year evaluation. Researchers found that teaching *Love Notes* to teens resulted in a 46% reduction in the teen pregnancy rates compared to the control group. This was the highest pregnancy reduction rate achieved for males and females on the HHS Office of Adolescent Health's (OAH) list of Evidence-Based Teen Pregnancy Prevention Programs. In addition, the group of teens that were taught *Love Notes* also had the most positive outcomes compared to the control group on the OAH list, including less recent sexual activity, less frequency of sexual activity, and, for the teens that decided to remain sexually active, those from the *Love Notes* group were more likely to use a condom; and for the teens that chose to remain abstinent, a higher percentage of those in the *Love Notes* group remained abstinent.<sup>1</sup>

*Love Notes* builds assets and strengthens protective factors. It appeals to young people's aspirations, rather than merely emphasizing what they must avoid. *Love Notes* engages



young people in learning more about themselves and supports them in cultivating a vision for their future. *Love Notes* empowers youth with the skills needed to further their own personal development, to form and maintain healthy relationships, to make wise sexual decisions, and to work towards success with education and employment.

All youth, regardless of sexual orientation, have attractions, emotions, and desires for healthy relationships. All youth need skills and knowledge to navigate their relationships and make wise sexual choices. This is a LGBTQ-inclusive curriculum.

### **Building Models and Confidence for Healthy Relationships**

Many young people today lack models of healthy relationships. A recent *Child Trends* survey of disadvantaged youth reported that while respondents could list general qualities for healthy relationships, when asked if they saw many around them, they said, “No.” More sadly, they said they had little confidence they would be able to achieve a healthy relationship despite their aspirations to develop one.<sup>2</sup>

*Love Notes* offers young people—including young parents—knowledge of what a healthy relationship is and isn’t, as well as skills for handling the early chemistry of attraction and choosing partners wisely. Young people learn the building blocks of healthy relationships and are encouraged to identify relationship qualities they find personally important. They are provided several frameworks to help them assess relationships (past or present) and to make important relationship decisions. They learn the red flags of unhealthy and dangerous relationships and ways to exit those relationships safely. They identify what needs to change or improve for a relationship to continue. They learn how to handle break-ups and then move forward.

### **Improving Communication Skills**

This program includes a powerful set of evidence-based skills to improve communication, negotiation, and the handling of conflict. These skills are adapted from PREP, the *Prevention and Relationship Enhancement Program*. Youth practice new ways to handle anger and regulate strong emotions. They learn a technique for how to talk through difficult or sensitive issues. They learn how to more effectively raise issues and complaints, recognize hidden issues, and solve problems within their relationships.



The communication skills components are also essential in increasing successful and cooperative interactions in the workplace.

### **Strengthening Intimate Partner Violence Prevention**

Building robust knowledge and skills for healthy relationships provides a positive and proactive way to prevent intimate partner violence (IPV). It is difficult to steer clear of or exit a destructive relationship if young people have only experienced and seen unhealthy relationships, and they have no clue how to build a healthy relationship. This problem is compounded if they have little insight into themselves and their unaddressed issues. The vision building, skills, guides, and frameworks in *Love Notes* help raise young people's confidence that they can develop healthy selves and healthy relationships. *Love Notes* contains activities to identify early warning signs of abuse along with how to set boundaries and apply them at the first sign of disrespect. It also raises awareness of how children are harmed by turbulent and destructive parental and partner relationships.

### **Sex—It's More than Bodies, Risks and Protection**

*Love Notes* contains an important missing piece in sexual decision-making and STI/ pregnancy prevention by addressing relationship issues. After all, sex *is* a relationship issue. For example, can young people make wise sexual choices if they:

- Have never clarified what's important to them in a partner or relationship?
- Know little about how to distinguish between healthy and unhealthy and/or abusive relationships?
- Lack communication and negotiation skills?
- Have never defined a context for sex that is personally meaningful?

Youth are rarely asked to think about sex beyond the usual health paradigm of bio-reproduction, disease, and risk avoidance. If young people have never considered what deepening levels of physical intimacy mean to them (and how to discern if their partner is on the same page) then how are they to make wise sexual decisions and stick to their choices? Sex is not just about bodies, risks, and protection. It's about power dynamics, knowing one's self and one's values, and possessing the skills to navigate this terrain. It is ultimately also about the heart and aspirations.



*Love Notes* takes a health- and heart-based approach to sexuality and provides unique ways to tap motivation. Sexual decision-making is embedded within a rich exploration of intimacy and the development of healthy relationships. Activities guide youth in cultivating their own North Star for sexuality. They are asked to develop goals, boundaries, and a context and pace for sexual intimacy that is responsible, protective of their own aspirations in life, and personally meaningful. Films, music, poetry, and stories are used to inspire and help young people identify their values. They also develop a personal plan for their sexual choices. Medically accurate information on pregnancy, STIs, contraception, and condoms is included. This information is reinforced through films from Scenarios USA, (written by youth and produced by award-winning filmmakers) as well as other visual media, and role-plays on negotiation and refusal skills.

It takes a lot of motivation not to slide into sex and to keep the boundaries and pacing of physical intimacy that one intends. It also takes a lot of motivation to use condoms and contraception correctly and consistently to prevent STIs and pregnancy if sexually active. The unique heart- and health-based approach of *Love Notes* offers some new ways to motivate.

### **A New Message on Pregnancy Prevention**

Many of our pregnancy prevention messages focus on a young person's self-interest in how a pregnancy would negatively affect him or her. *Love Notes* takes a different track. It encourages young people to step outside themselves and look more deeply at the consequences of unplanned pregnancy on children. By placing the child at center stage in the activities, participants see through the eyes of the child the consequences of sliding into an unplanned, first or subsequent pregnancy, and the relationship turbulence that often accompanies it. Examining how an unplanned pregnancy can disadvantage or hurt a child may tap a more powerful and positive source of motivation to more consciously plan to prevent a first or subsequent pregnancy. It helps bring home to young people why it really matters to avoid pregnancy and to wait to have a child (or a second child). Youth learn that doing some of life's big things in a particular sequence really does matter.

In terms of positive youth development, one's love life is never neutral; it's one of the central developmental tasks on the path to adulthood. A troubled love life, especially



linked with unplanned pregnancies, can derail everything. Helping young men and women assess their relationships, choose partners wisely, and acquire the skills and insights for forming and/or maintaining healthy relationships (and later healthy marriages if they choose to marry) can help them be successful. Encouraging deliberate planning for their own sexual decisions can reduce some formidable barriers in their personal lives as young people work toward their goals in education, employment, intimate unions, families, and parenting.

*Love Notes* is dedicated to the success of young people as much as it is to the success and well-being of their children. Clearly, children are affected for better or worse by the parental, partner, and other adult relationships in their families.

### **Young Parents and Co-Parenting Challenges**

The approach embedded in *Love Notes* is especially important for young parents. We should not assume these relationships are all viable, nor all doomed. Some are workable, but these couples need support and skills to make their intentions of staying together a reality and not just wishful thinking. Young parents need guidance for taking a realistic look at their relationship and determining if it's viable or not. If viable and safe, they need to be able to identify what they both need to work on. If not, they need support in leaving safely. This kind of assessment, for which *Love Notes* provides the tools, is important for them as well as for their child's well-being.

Young parents need evidence-based communication and conflict management skills (included in *Love Notes*) to have a chance at a future together. How a couple communicates and handles conflict is perhaps one of the best predictors of how a couple will do over time. But they also need these skills to co-parent, whether they stay together or not.

Young parents need a heavy dose of healthy relationship education. Research tells us that relationship instability and multiple partner fertility is highly likely among these young unmarried parents.<sup>3</sup> Young parents will do better if they can either take a break from relationships on the one hand or work to strengthen their relationship on the other hand, and if they avoid having a second child too soon. Focusing on their child and parenting and pursuing their school and employment goals will benefit themselves and



their child. But also critically important is learning to choose a partner more wisely and cautiously with their next relationship, since most will have subsequent relationships. The skills embedded in *Love Notes* can help young parents slow down the relationship-go-round that is so common as much as it can help those young parents who wish to improve and stabilize their relationship. Their future success and their child's future success will be strongly linked to their ability to form and maintain a healthy intimate relationship, or to at least stay single and away from unstable or destructive relationships as they focus on their own development.

### **An Activity- and Media-Based Approach**

*Love Notes* is packed with lively activities that use real-life relationship, work, and parenting scenarios, written by diverse teens and young adults, that are LGBTQ inclusive. It incorporates popular music, music videos, film, stories, drawing, and sculpting. It appeals to males as much as females. It includes an engaging, interactive workbook where they can apply all the concepts to their own lives. Finally, there is a *Trusted Adult Connection* activity for each lesson to build a bond by communicating with a caring adult or mentor on these very important issues.

*Love Notes* is an adaptation from one other curricula authored by this author. It is *Love U2®: Relationships Smarts PLUS*, a teen relationship curriculum. *Relationship Smarts PLUS* has completed a five-year evaluation involving 8,000 diverse teenagers in the state of Alabama. Researchers from Auburn University conducting the study report sustained gains over time. Findings include increases in students' realistic understanding of relationships and decreases in faulty relationship beliefs, broadened understandings of relationship aggression, and declines in aggression in relationships as compared to those in control groups.<sup>4</sup>

*Within My Reach*, co-authored with Scott Stanley and Galena Kline-Rhoades, is a decision-making and relationship skill program for adults who struggle with disadvantages and who are at risk for poor quality relationships and relationship instability. *Within My Reach* contains the research-based communication and conflict management skills of the nationally acclaimed *Prevention and Relationship Enhancement Program* (PREP) that have been shown to reduce divorce and incidences of physical aggression, while increasing relationship satisfaction and communication. *Love Notes*, as



an adaptation of *Relationship Smarts PLUS*, is listed in the National Registry of Evidence-based Programs and Practices (NREPP), a service of the Substance Abuse and Mental Health Services Administration (SAMHSA). *Within My Reach*, as an adaptation of PREP, is similarly listed.

<sup>1</sup> Barbee, A. P., Cunningham, M. R., van Zyl, M. A., Antle, B. F., & Langley, C. N. (2016). Impact of Two Adolescent Pregnancy Prevention Interventions on Risky Sexual Behavior: A Three-Arm Cluster Randomized Control Trial. *American Journal of Public Health*, 106(Suppl 1), S85–S90. <http://doi.org/10.2105/AJPH.2016.303429>. For the OAH evidence-based list, see <https://www.hhs.gov/ash/oah/sites/default/files/ebp-chart1.pdf>

<sup>2</sup> Child Trends Research Brief (October 2009) *Telling It Like It Is: Teen Perspectives on Romantic Relationships*. [childtrends.org](http://childtrends.org)

<sup>3</sup> McLanahan, S. "Family Instability and Complexity after a Non-Marital Birth" in Carlson, M. & England, P. editors. *Social Class and Changing Families in an Unequal America* (Stanford University Press, 2011; for a compilation of research articles on various aspects of fragile families see "Fragile Families" in *The Future of Children* (Princeton-Brookings) Vol. 20, Number 2, Fall 2010.

<sup>4</sup> For more information on the *Relationship Smarts Plus* study (principal investigator Dr. Jennifer Kerpelman, Auburn University) see [DibbleInstitute.org/?page\\_id=2942](http://DibbleInstitute.org/?page_id=2942)

To make teaching *Love Notes* easier, it has been aligned to the national Sex Education, Health, and Family and Consumer Sciences standards. *Love Notes* has also been aligned with Positive Youth Development standards. You can find all alignments on the *Love Notes* landing page at [DibbleInstitute.org/love-notes-3/](http://DibbleInstitute.org/love-notes-3/)



## Instructor Tips

Each lesson of *Love Notes* is packed with activities and plenty of information to aid the instructor in delivering the lessons. It is designed and organized to be user-friendly and does not require training, although training is extremely helpful and available upon request. Background information, preparation, materials list, step-by-step directions, as well as suggested scripts and talking points in italics are provided. All handout masters for lessons can be found at the end of each lesson. Activity cards on colored card stock are located and labeled with their lesson number at the back of the manual. We recommend that you cut and place the activity cards in a Ziploc bag or container.

An important feature of *Love Notes* is the use of images, music, film, and video clips, most of which are contained right inside the PowerPoint slides for each lesson. Although we have an array of diverse young people represented in the slides, the PowerPoint slides can also be customized with photos that better represent the population you serve. You may replace any image with a photo you own the copyright to. Several video clips used in the lessons will be directly embedded within the PowerPoint slides. There are also numerous music videos, songs, YouTube clips and short Ted Talks that are hyperlinked within the lesson's PowerPoint slides. The PowerPoint slides and duplicate masters are accessed via a digital download page at [DibbleInstitute.org/LN4](http://DibbleInstitute.org/LN4). Easy to follow directions are found in the manual and on the web page, but a Dibble representative can guide anyone through the downloading process if needed. This download will also contain duplicate masters for activity cards and handouts. You will find viewing each lesson's PowerPoint presentation and previewing the embedded or linked media as you read through a lesson valuable in helping you prepare to deliver the lesson. The *Video and Resource Guide* offers an overview of these resources and where they are used. Note that some of the music videos contain explicit language, but all have been chosen because of their positive message and ability to inspire and speak to aspirations.

The *Love Notes Participant Workbook* is an essential component of this program. Workbooks are purchased in bulk order from The Dibble Institute. The workbook gives young people an opportunity to review, reflect, and apply what they have



learned in each lesson to their own lives. The more they work these concepts into their own experiences, the more they can benefit from this curriculum. Each workbook application has been carefully designed to reinforce key concepts and skills. The final application, *Success Planning*, is the capstone application. It helps them synthesize what they've learned and then integrate it into their own personal success plan. Let participants know this workbook is for them and you will not be reading their entries. You can assure accountability and privacy by holding periodic workbook checks. To check for completion, quickly page through their workbooks to ensure they have completed the exercises. A classroom teacher can offer credit and points for completion. A leader in a community-based program can offer prizes or incentives for completion. The workbook check can be done quickly—at one time or periodically. Some instructors have found it useful to keep the workbooks on site for the duration of the program to ensure participants have them for use in each session.

The *Primary Colors Personality Tool* is also an essential resource for Lesson 2. This four-page booklet is ordered in bulk from The Dibble Institute. In the pocket of the manual you will find a sample *Love Notes Participant Workbook* and a *Primary Colors Personality Tool*.

The activities in *Love Notes* are varied. They include role-plays, drawing, sculpting, and games that are designed to teach and reinforce the concepts with real-life scenarios young people can relate to. The scenarios, poetry, and stories have all been written by diverse youth. The images in the PowerPoint slides, as well as language in the lessons and scenarios, are inclusive in terms of sexual orientation. Preview the scenarios in the activity cards. Select which to use according to what is best for your audience, cultural context and institutional requirements or community standards. Feel free to tweak, add or delete any scenarios or resources as needed. Consider having music playing as students enter the room, when they leave, and during some activities. Music engages emotions and creates a welcoming atmosphere for youth. It is an important medium for youth, and it is a powerful way to connect with them. Also ask participants to bring in music that relates to the themes on hand on a regular basis.

Highly recommended is the film *Antwone Fisher*, introduced at the end of Lesson 1. This film frames the entire program—it represents every concept in *Love Notes*. We recommend playing the opening scenes (8 minutes) at the end of the first session



and then using one of the suggested options for participants to view the rest of the film. Experience has taught how powerful a tool it is in hooking youth into the program and then being able refer to it throughout. *Antwone Fisher* can be rented or purchased on internet sites such as Amazon.

Lesson 11, *Let's Talk About Sex*, uses a short film, *Toothpaste*, from Scenarios USA, which can be found on YouTube. The film deals with sexual decision-making and healthy relationships. Activities are designed around this very engaging film. The script was written by youth and produced by award-winning Hollywood filmmakers. Lesson 12 uses *Reflections*, also produced by Scenarios USA and found on YouTube or Amazon, to address HIV, condom negotiation, and unhealthy relationships. Alternatively, you can use *Who Do You Know?* to address HIV. That video is embedded directly into the PowerPoint slides.

Lesson 13, *Through the Eyes of the Child*, is a unique and powerful approach to pregnancy prevention (primary and secondary). It brings together all the elements of the curriculum. This lesson will take more than one hour and we urge you not to skim on this very important capstone lesson. If you are up against time constraints, the author is available to discuss where to cut in the curriculum given your population and their needs.

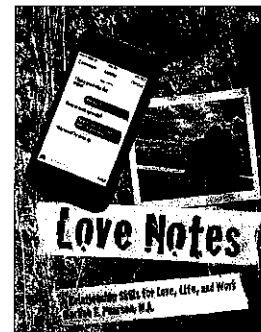
Finally, we strongly encourage you to make full use of the *Trusted Adult Connection* activities that accompany each lesson. We believe the effectiveness of this program will be amplified if participants are able to discuss the information and skills they are being exposed to with a trusted adult or parent. The connection activities are meant not only to convey core content to the participants' trusted adult, but also to serve as conversation starters and extenders. They invite that trusted person to add their words of wisdom. In the first lesson, there are directions for helping participants identify a trusted adult and for the instructor to know if help is needed in finding such a person.

We hope you'll find these lessons easy to use. We welcome your comments, questions, or suggestions for improvement. Please feel free to contact a Dibble Institute representative who can connect you with the author, either by phone at 800-695-7975 or email at [relationships@DibbleInstitute.org](mailto:relationships@DibbleInstitute.org).



## Video and Resource Guide

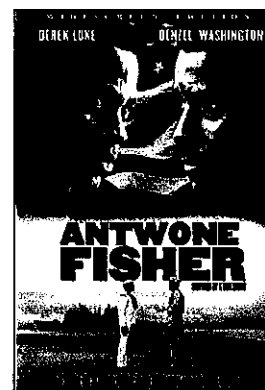
- TITLE:** Love Notes Participant Workbook
- LOCATION:** Available in bulk order from The Dibble Institute
- NOTES:** The *Love Notes Participant Workbook* is an essential component for the effectiveness of this program. The workbook gives young people an opportunity to review, to reflect, and to apply what they have learned in session to their own lives. The more they work these concepts into their own experiences, the more they may benefit from this curriculum. Each workbook application has been carefully designed to reinforce key concepts and skills.



- TITLE:** Love Notes PowerPoint Slideshow
- LESSON:** Each lesson has a slideshow
- LOCATION:** Available via digital download at [DibbleInstitute.org/LN4](http://DibbleInstitute.org/LN4)
- NOTES:** Aside from image-laden slides to help deliver the lesson, important video clips are embedded directly into the lesson's slideshow. In addition, a number of music videos, songs, YouTube clips, and Ted Talks are hyperlinked within a lesson's PowerPoint show. Contact a Dibble representative if you have any trouble accessing them.



- TITLE:** Antwone Fisher: *Film*
- LESSON 1:** Relationships Today
- LENGTH:** First 3 scenes - 8 minutes for Lesson 1. Viewing options suggested for entire 120 minute film.
- LOCATION:** Rent or purchase from internet sites such as Amazon.
- TOPIC:** Self-awareness, examining and healing past hurts, healthy relationship skills, intimacy and pacing, success sequence, anger regulation
- NOTES:** This is a hopeful portrayal of one young man's journey of healing from childhood trauma and who ultimately develops a healthy love relationship. The film engages participants from the start and provides a frame of reference for every concept addressed in *Love Notes*.





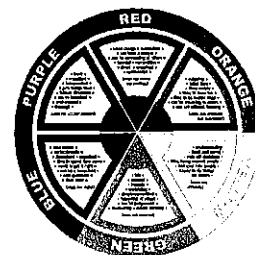
**TITLE:** Primary Colors Personality Tool: *Personality assessment*

**LESSON 2:** Knowing Yourself

**LOCATION:** Sample in pocket of manual. Bulk orders from The Dibble Institute

**TOPIC:** Personality style, knowing yourself

**NOTES:** The *Primary Colors Personality Tool* is an essential component for Lesson 2. It is designed to help participants learn more about personality style and how it relates to relationship and personal growth challenges. Clear, simple, and fast, this tool is fun while building greater awareness of self and of how style impacts relationships.



**TITLE:** No More Drama, by Mary J. Blige, or Not Afraid, by Eminem, or Starting Over, by Macklemore: *Music videos*

**LESSON 2:** Knowing Yourself

**LOCATION:** Hyperlinked in the PowerPoint slides. Select one.

**LENGTH:** 3–4 minutes

**TOPIC:** Self-image, relationship decision-making, life decisions

**NOTES:** A music video is played after the activities on baggage: i.e. examining one's past and deciding what to change, what to strengthen or leave behind. All are visually explicit, but with a powerfully positive message of change.



**TITLE:** The Science of Love: *YouTube clip*

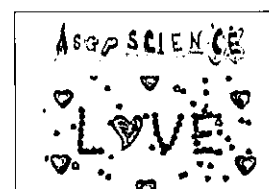
**LESSON 4:** Attractions and Starting Relationships

**LOCATION:** Hyperlinked YouTube clip in PowerPoint slides.

**LENGTH:** 3 minutes

**TOPIC:** Romantic attractions; feelings and behaviors

**NOTES:** Engaging and colorful lecture doodle on the neurochemistry of romantic attraction produced by highly-acclaimed asapSCIENCE Productions.





**TITLE:** Dating Violence YouTube clips

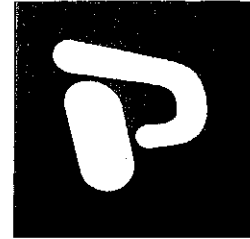
**LESSON 7:** Dangerous Love

**LOCATION:** Clips embedded in PowerPoint slides.

**LENGTH:** Varies from 1–2:20 minutes

**TOPIC:** Dating violence

**NOTES:** Three clips: *Respect the Line* (1:25), *Know the Signs* (1:47), and *Teen Dating Violence* (2:21).



**TITLE:** *Because of You* by Kelly Clarkson: Music video

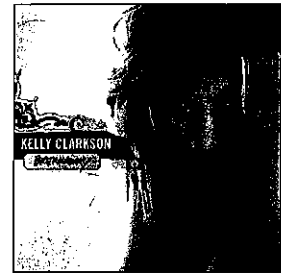
**LESSON 7:** Dangerous Love

**LOCATION:** The music video is hyperlinked in PowerPoint slides.

**LENGTH:** 3 minutes

**TOPIC:** Interpersonal violence; its effect on children

**NOTES:** This music video reminds youth of the long-term effects of relationship violence and how it can become a cycle if it is not addressed. *Because of You*, by Kelly Clarkson, is a moving way to bring home the message about the impact on children and the importance of drawing the line of respect in all relationships.



**TITLE:** *A Call To Men*: Tony Porter

**LESSON 7:** Dangerous Love

**LOCATION:** [Ted.com/talks/tony\\_porter\\_a\\_call\\_to\\_men](https://ted.com/talks/tony_porter_a_call_to_men), hyperlinked in the PowerPoint.

**LENGTH:** 11 minutes

**TOPIC:** Boys to men, relationship violence

**NOTES:** Tony Porter talks about the kinds of messages that were drummed into him as he was growing up in the South Bronx. Porter's story gives us insights into how a guy could develop a mentality that would lead him to disrespect and abuse females. He also tells how he broke out of that cycle.



**TITLE:** *Consent is Everything*

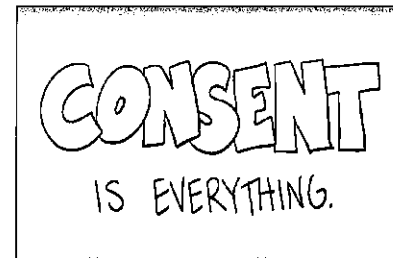
**LESSON 7:** Dangerous Love

**LOCATION:** Hyperlinked in PowerPoint slides.

**LENGTH:** 3 minutes

**TOPIC:** Sexual assault—what is consent

**NOTES:** Clever, animated clip that drives home what consent is not.





**TITLE:** Till It Happens to You by Lady Gaga

**LESSON 7:** Dangerous Love

**LOCATION:** Hyperlinked in PowerPoint slides.

**LENGTH:** almost 5 minutes

**TOPIC:** Sexual assault

**NOTES:** Very powerful. Need to offer a trigger warning if you use it. Important point at end on reaching out for help to caring adults.



**TITLE:** Why Domestic Violence Victims Don't Leave

**LESSON 7:** Dangerous Love

**LOCATION:** Linked to TedTalks in the PowerPoint slides.

**LENGTH:** 15 minutes

**TOPIC:** Intimate partner violence

**NOTES:** A story of how one woman got drawn in by an abuser and how she got out. Powerful, but optional.



**TITLE:** DUI - Decisions Under the Influence: *Short video*

**LESSON 8:** Decide, Don't Slide!

**LOCATION:** Hyperlinked to YouTube in the PowerPoint slideshow

**LENGTH:** 3.50 minutes

**TOPIC:** Sliding into living together

**NOTES:** This colorful and engaging lecture doodle shows how the love chemicals make it easy to slide and underscores the risks of sliding into living together while under the influence.



**TITLE:** Runaway Love, by Ludacris featuring Mary J. Blige: *Music video*

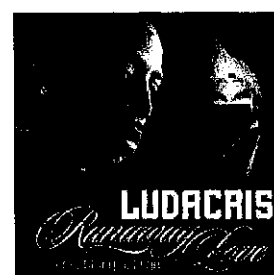
**LESSON 8:** Decide, Don't Slide!

**LOCATION:** Hyperlinked to YouTube in Lesson 8 PowerPoint slides

**LENGTH:** 5 minutes

**TOPIC:** Sliding vs. deciding and risks to children

**NOTES:** This powerful music video shows how children can be hurt when parents do not address serious problems like substance abuse and when they slide quickly into poor love choices with partners that are not safe for their child. Deals with relationship violence and child abuse.





**TITLE:** *Communication: Video clips*

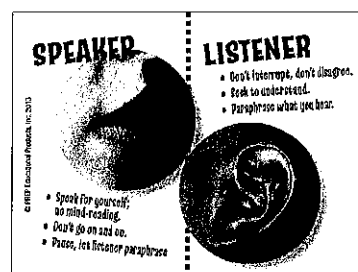
**LESSONS 9, 10:** What's Communication Got to Do With It? and Communication Challenges and More Skills

**LOCATION:** Four video clips are embedded in PowerPoint slideshow.

**LENGTH:** Varies 1 to 10 minutes

**TOPIC:** Communication patterns and skills

**NOTES:** *Communicating Well* (3:33 minutes) is a clip on the patterns that block clear communication. *Anger & Stress* (3:34 minutes) shows what happens inside the brain when stressed and angry. The *Speaker Listener Technique* (10 minutes) uses cartoon characters and real couples to teach this technique. Can use either 5-minute segment. *Hidden Issues* (3:14 minutes) reveals some hidden issues underlying their fight.



**TITLE:** *S.E.X. by Lyfe Jennings: Music video*

**LESSON 11:** Let's Talk About Sex

**LOCATION:** Hyperlinked in PowerPoint slides. See further directions in Lesson 11 if difficulty in finding on YouTube.

**LENGTH:** 2:23 minutes

**TOPIC:** Sexual decision-making

**NOTES:** The music video is used to start Lesson 11. While showing pressures from a partner as well as the popular and peer culture, it has a positive message on thinking about sexual meaning and questioning whether two partners are on the same page.



**TITLE:** *Toothpaste: Short film*

**LESSON 11:** Let's Talk About Sex

**LOCATION:** Available on YouTube.

**LENGTH:** 16 minutes

**TOPIC:** Healthy/unhealthy relationships, sexual decision making, abstinence, condom negotiation, and pregnancy

**NOTES:** Scenarios USA films are written by youth and produced by award-winning Hollywood filmmakers. Two best friends consider taking their relationships to the next level. Their relationships and the decisions they make are as different as the outcomes. Filmed in Mission, Texas.





**TITLE:** *Reflections: Short film*

**LESSON 12:** Let's Plan for Choices

**LOCATION:** Found for free on YouTube or a digital download can be purchased from Amazon.com.

**LENGTH:** 20 minutes

**TOPIC:** Sliding vs. deciding, healthy and unhealthy relationships, HIV, condom negotiation, STD testing

**NOTES:** In another film from Scenarios USA, three best friends learn to take the risk of HIV / AIDS seriously as they navigate their relationships.



**TITLE:** *Who Do You Know?*

**LESSON 12:** Let's Plan for Choices

**LOCATION:** Embedded directly in PowerPoint slides.

**LENGTH:** Full 20-minute version and condensed 11-minute version

**TOPIC:** HIV, STD testing

**NOTES:** This film centers around three teenage guys and addresses myths around HIV, the importance of testing, and the reality of HIV.



**TITLE:** *Dance With My Father, by Luther Vandross: Music video*

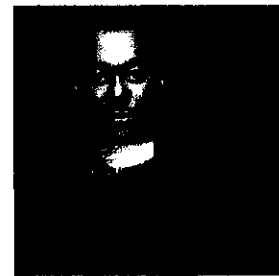
**LESSON 13:** Through the Eyes of a Child

**LENGTH:** 3 minutes

**LOCATION:** Hyperlinked to YouTube music video in PowerPoint slides

**TOPIC:** Positive contributions of fathers

**NOTES:** A song dedicated to what his father meant to him.



**TITLE:** *Emotionless, by Good Charlotte: Music video*

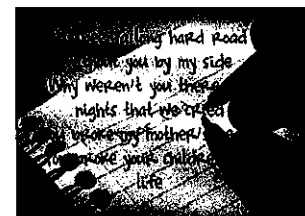
**LESSON 13:** Through the Eyes of a Child

**LOCATION:** Hyperlinked to YouTube song in PowerPoint slides

**LENGTH:** 3:50 minutes

**TOPIC:** Father absence

**NOTES:** Poignant letter from a son about the pain, confusion and difficulties of his father's absence.





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**TITLE:** When I'm Gone, by Eminem: *Music video*

**LESSON 13:** Through the Eyes of a Child

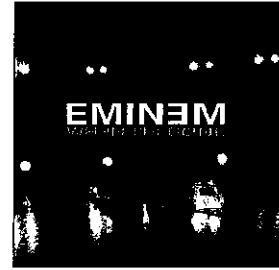
**LOCATION:** Hyperlinked to YouTube music video in PowerPoint slides

**LENGTH:** 6 minutes

**TOPIC:** Fathering and relationship instability

**NOTES:** This music video, written and performed by Eminem, is about his longing to be a good father and the barriers created by relationship instability with his daughter's mother.

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**TITLE:** Just the Two of Us, by Will Smith: *Music video*

**LESSON 13:** Through the Eyes of a Child

**LOCATION:** Hyperlinked to YouTube song in PowerPoint slides

**LENGTH:** 4:30 minutes

**TOPIC:** Single fathers

**NOTES:** Beautiful song of a father's commitment to his child.

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**TITLE:** Perfect, duet by Ed Sheeran and Beyonce

**LESSON 13:** Through the Eyes of a Child

**LOCATION:** Hyperlinked to in PowerPoint slides.

**LENGTH:** 4 minutes

**TOPIC:** This song is meant as part of the closing of the program.

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**From:** Baker, Zack  
**Sent:** Monday, March 25, 2019 11:27 AM  
**Subject:** Education Partnership  
**Attachments:** PPGP Education Guide.pdf

Good Morning!

My name is Zack Baker and I am the Education and Outreach Coordinator at Planned Parenthood Great Plains in Little Rock. I am following up on a previous email I sent regarding the education programs we offer! I would love to schedule a time to come and talk with you about what we do and how we can make that work with your school.

Our education curriculum and presentations are diverse and include topics such as:

- Healthy Relationships
- Birth Control
- Puberty
- Sexually Transmitted Infections and prevention
- Dating Violence
- Sex in the Digital Age
- Sexual Orientation and Gender Identity
- Parent/child workshops
- Decision making
- Self-esteem
- And more

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.

I would love to meet with you and discuss this more! Let me know if there would be a good time to meet or chat by phone at 501-666-3243 or on my cell at 501-317-0273!

I look forward to chatting with you!

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: zack.baker@ppgreatplains.org



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



Planned Parenthood Great Plains



PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



[<="" img="">](#)

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# Education Guide



Planned Parenthood Great Plains



# Introduction

Planned Parenthood is the nation's largest provider of sex education offering evidence-based lesson plans that are designed to change behavior. Our approach to sex education facilitates conversation among peers and helps students understand their sexuality and bodies in positive ways. Outcomes from effective sexual education programs include:

- Delayed initiation of Sex
- Reduced incidence of STI's
- Reduced rate of teen pregnancy
- Increased use of contraceptives

The education professionals at Planned Parenthood Great Plains are trusted, knowledgeable individuals and can offer a wide variety of presentations and programs. Our programs are modeled off the National Sexuality Education Standards and on curriculum that is proven to work. Our educators work with a wide variety of individuals from elementary school to senior citizens.

Planned Parenthood Great Plains can help make teaching sex education in your school or community a success and leave you with the confidence of knowing high quality, evidence-based, proven curriculum was provided.





# The Facts

Comprehensive sexual education programs have been proven highly effective in changing behavioral outcomes. Out of 48 programs looked at:

- 40% delayed initiation of sex, reduced the number of partners, and increased use of condoms and contraceptives<sup>1</sup>
- 30% reduced the frequency of sex and that included a return to abstinence <sup>1</sup>
- 60% reduced unprotected sex <sup>1</sup>

None of the studies found that these programs encouraged teens to have sex sooner or more often<sup>1</sup>. Comprehensive sex education has been shown to work for all genders, ethnicities, and those with varying knowledge of sex. These programs assist youth in learning about risks, how to make positive choices for their health, improved relationships, saying no to unwanted sex, increasing safe sex practices, and more.

Studies have also shown that abstinence only programs do not delay sex or produce any real behavioral changes<sup>1</sup>.

We are dedicated to providing comprehensive knowledge to every individual, so they can make informed decisions for themselves regarding their sexual and reproductive healthcare.



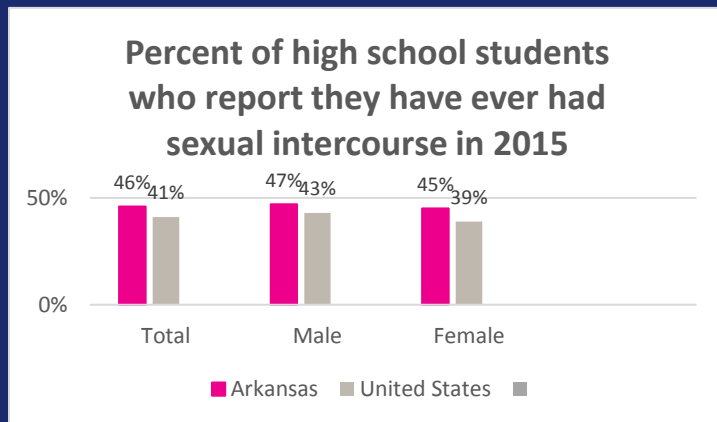


# Arkansas

## Facts

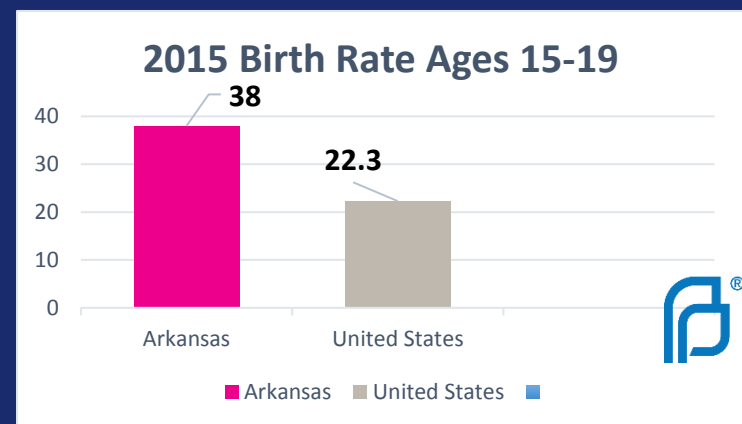
**Arkansas has the highest teen birth rate in the nation and a high rates of STI's. In 2016 there were:**

- **16,737 cases of chlamydia<sup>2</sup>**
- **5,732 cases of Gonorrhea<sup>2</sup>**
- **278 new cases of HIV<sup>2</sup>**
- **3,325 individuals living with HIV<sup>3</sup>**



**In 2010, the total public costs for unintended pregnancies was \$576 per woman aged 15–44 in Arkansas<sup>4</sup>. Nationally, it was with \$201.**

**Publicly funded family planning centers in Arkansas helped avert 14,300 unintended pregnancies in 2014, which would have resulted in 7,000 unplanned births and 5,200 abortions<sup>4</sup>.**





# Our Presentations and Programs

Planned Parenthood Great Plains provides high quality sex education based on proven curriculums. Educators tailor the content to be age appropriate and can touch on issues relevant to your students/communities served. Our presentations include:

**Anatomy**

**Birth Control**

**Busting Myths**

**Communication and Decision Making Skills**

**Condom Negotiation**

**Consent and Sexual Abuse**

**Gender Orientation**

**Healthy Relationships**

**HIV/AIDS**

**Parent/Child Workshops**

**Puberty**

**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





# References

- 1) Kirby, D. (2007). *Emerging Answers 2007: New Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy).
- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>





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**Sent:** Monday, March 25, 2019 11:35 AM  
**Subject:** Education Partnership  
**Attachments:** PPGP Education Guide.pdf

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Education and Outreach Coordinator  
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E: zack.baker@ppgreatplains.org



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Planned Parenthood Great Plains



PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



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# Education Guide



Planned Parenthood Great Plains



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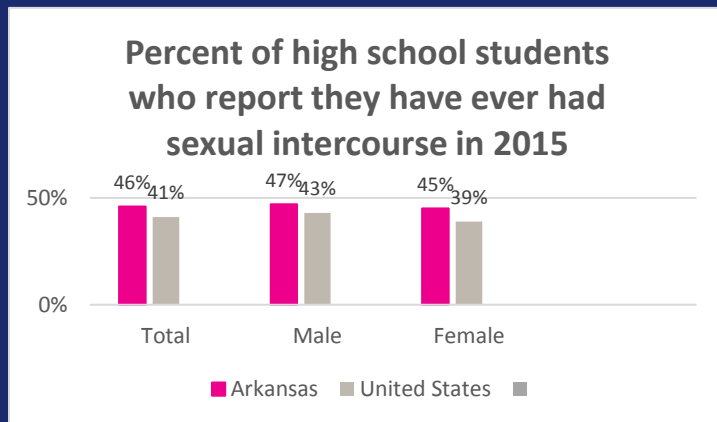


# Arkansas

## Facts

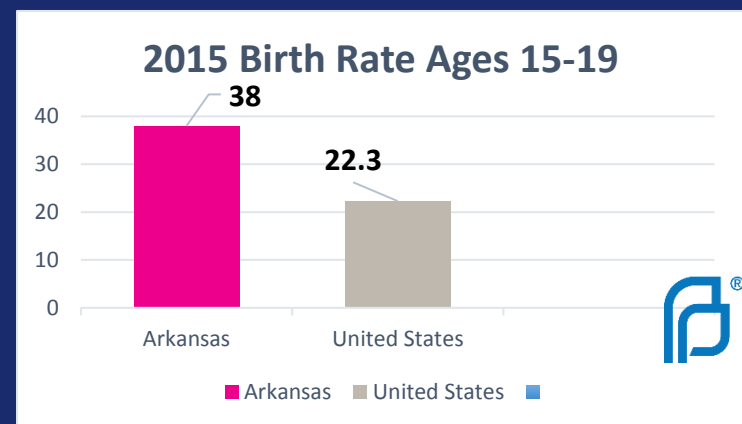
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**Self-Esteem**

**Sex in the Digital Age**

**Sex Trafficking**

**Sexual Identity**

**Sexually Transmitted Infections (STIs)**





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- 2) Arkansas Department of Health (2016). *STI Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_STI\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_STI_Annual_Report.pdf)
- 3) Arkansas Department of Health (2016). *HIV Surveillance Report Arkansas, 2016*. Retrieved from [https://www.healthy.arkansas.gov/images/uploads/pdf/2016\\_HIV\\_Surveillance\\_Annual\\_Report.pdf](https://www.healthy.arkansas.gov/images/uploads/pdf/2016_HIV_Surveillance_Annual_Report.pdf)
- 4) Guttmacher Institute.(2017). *State Facts About Unintended Pregnancy: Arkansas*. Retrieved from: <https://www.guttmacher.org/fact-sheet/state-facts-about-unintended-pregnancy-arkansas>





**From:** Gloria Pedro  
**Sent:** Tuesday, March 26, 2019 9:14 AM  
**To:** Gayle White  
**Subject:** △Gayle△ It's the worst attack on your rights yet

Parenthood Great Plains Votes

# Arkansas MONITOR

ack we've seen all session.

ve gone to bat against a total ban on abortion with no exceptions for rape, incest, or fatal fetal anomaly. We fought a bill banning  
eks. We spoke out against legislation that forces physicians to tell their patients to search the internet for an untested medical  
d abortion "reversal."

orts, all of those bills have become law. And, unfortunately, the hits keep on coming.



bit qualified physicians from providing safe, legal abortion services unless they are board-certified ob-gyns. The bill sponsor admitted nothing to do with safety; abortion is extremely safe in Arkansas, just as it is across the country. The real goal of SB 448 is eliminating abortion in Arkansas.

Tell the House Public Health Committee to vote NO on SB 448.

Arkansas have a right to access high-quality health care in a safe, respectful environment — and that includes abortion. Abortion is one of the most common medical procedures available; you're more likely to experience complications from having your wisdom teeth removed. Politicians are trying to restrict health care providers from offering abortion services without any medical justification. SB 448 would eliminate women's access to safe, legal abortion, threatening women's health and lives and by restricting abortion access.

signature about your opposition to SB 448. Take action now to protect access to sexual and reproductive health care.





In solidarity,

Gloria Pedro  
Arkansas Manager  
of Public Policy &  
Organizing  
Planned  
Parenthood Great  
Plains Votes



g

weeks left until the General Assembly recesses. For up-to-the-minute updates on the legislature, follow us [on Twitter](#) and [stream the](#)

r vote:

Rep. Rebecca Petty, R-Rogers) ends the practice of shackling incarcerated women who are pregnant. It has passed the Senate.

Rep. Jim Dotson, R-Bentonville) bans state funding for abortion or related expenses for those in state custody or guardianship.

Committee hearing:

Rep. Clint Penzo, R-Springdale) would make it state policy to encourage women to carry fetuses with a fatal diagnosis to full term. It has passed the House.

and [HB 1441](#) (Reps. Deborah Ferguson, D-West Memphis, and Mary Bentley, R-Perryville) are part of an effort to reduce maternal mortality rate by establishing oversight. They have passed the House.

Rep. Aaron Pilkington, R-Clarksville) authorizes pharmacists to provide access to and administration of oral contraceptives. It has passed the House but has been tabled by the committee.

Rep. Jim Dotson, R-Bentonville) is an abstinence-only sex education bill. It has passed the House.

Rep. Cindy Crawford, R-Fort Smith) is the Life Choices Lifeline Program.

Committee hearing:

Rep. Aaron Pilkington, R-Clarksville) authorizes pharmacists to dispense oral contraceptives without a prescription. It has failed the committee once.

Rep. Brandt Smith, R-Jonesboro) is similar to the controversial Religious Freedom Restoration Act — it would expand the right of doctors to refuse to participate in services that violate their conscience. It has failed the committee once.

Rep. Trent Garner, R-El Dorado) is a TRAP law that imposes medically unnecessary reporting requirements on abortion providers in an effort to punish and ultimately discredit them. It has passed the Senate.

Rep. Gary Stubblefield, R-Branch) is a TRAP law that would extend the abortion waiting period to 72 hours. It has passed the Senate.

Rep. Gary Stubblefield, R-Branch) would require abortion providers to be ob-gyns, creating a barrier to care in Arkansas. It has passed the Senate.

Rep. Trent Garner, R-El Dorado) stands in the way of a woman exercising her right to an abortion in the case of a diagnosis of fetal Down syndrome while doing nothing to address discrimination or ensure that people living with disabilities have access to health care and other services. It has passed the Senate.

Rep. Will Bond, D-Little Rock) would, among other things, require more comprehensive sex education. It has passed the Senate.

Rep. 149, Sen. Jason Rapert, R-Conway) triggers a total abortion ban if *Roe v. Wade* is overturned with no exception for rape or incest. Providers would face up to 10 years in prison.

Rep. 1439, Rep. Robin Lundstrum, R-Springdale), an unconstitutional bill to ban abortion after 18 weeks.



341, Sen. Missy Irvin, R-Mountain View) would force physicians to give medically inaccurate and potentially dangerous information on pill "reversal" to patients.

---

## Events

These upcoming events.

Womens Day of Visibility, March 31, 1:30 - 2:45 p.m.

Womens Day of Visibility, March 31, 3:00 - 8:00 p.m.

5th Annual Garden Party, May 1, 6:00 p.m. — A benefit for Planned Parenthood Great Plains at The Historic Rogers

Will you make a gift to support our work in Arkansas?



**Donate**

Visit our website.

Planned Parenthood Great Plains Votes  
4401 W 109th St  
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Overland Park, KS 66211  
United States

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**From:** Penelope Poppers  
**Sent:** Friday, March 29, 2019 11:49 AM  
**To:** Gayle White  
**Subject:** Garden Party tickets are here



Planned Parenthood Great Plains

# GARDEN PARTY

Benefiting Planned Parenthood Great Plains in Little Rock

Thursday, May 1, 2019 | 6-8 p.m.  
The Historic Rogers House (rain or shine)



Dear Gayle,

Tickets for the 32nd annual Garden Party are now available! On this special night, you'll hear from Planned Parenthood Great Plains President and CEO Dr. Brandon Hill, Director of Transgender Care Dr. Janet Cathey, and Director of Primary Care Dr. Stephanie Ho. We'll offer updates on the critical health services your support makes possible.

Together we'll celebrate and uplift this important work happening in our community!

**GET TICKETS**

With your support, the Garden Party raises crucial funds for Planned Parenthood Great Plains' health center in Little Rock.



For questions, or to become a sponsor of the Garden Party, please contact Penelope Poppers, Associate Director of Development, at 501-666-3984 or [Penelope.Poppers@ppgreatplains.org](mailto:Penelope.Poppers@ppgreatplains.org).

visit [plannedparenthood.org](http://plannedparenthood.org)

Planned Parenthood Great Plains  
4401 W 109th St.,  
Ste 200  
Overland Park, KS 66211  
United States

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**From:** Dr. Brandon J. Hill, Planned Parenthood Great Plains

**Sent:** Monday, April 1, 2019 4:32 PM

**To:** Gayle White

**Subject:** Thank you for being a supporter



Planned Parenthood Great Plains

Dear Gayle,

Thank you for being a supporter of Planned Parenthood Great Plains. We're so proud of the work we've been able to achieve because of you.

Your generous support helped Planned Parenthood Great Plains provide health care to more than 28,000 patients at our 11 health centers throughout Arkansas, Kansas, Missouri, and Oklahoma in fiscal year 2018.

Read more about the incredible work our devoted staff, volunteers, donors, and more than 275,000 supporters accomplished in our [2017-2018 Annual Report](#).

With gratitude,  
Dr. Brandon J. Hill  
President and CEO



P.S. Help us provide care throughout the communities we serve by making a donation today!

visit [plannedparenthood.org](https://plannedparenthood.org)

Planned Parenthood Great Plains  
4401 W 109th St.,  
Ste 200  
Overland Park, KS 66211  
United States



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**From:** Penelope Poppers  
**Sent:** Wednesday, April 3, 2019 11:44 AM  
**To:** Gayle White  
**Subject:** This year's Brownie Ledbetter recipient is...



Planned Parenthood Great Plains

# GARDEN PARTY

Benefiting Planned Parenthood Great Plains in Little Rock  
Wednesday, May 1, 2019 | 6-8 p.m.  
The Historic Rogers House (rain or shine)



Dear Gayle,

It is my privilege to announce that we'll be honoring Senator Joyce Elliott with this year's Brownie Ledbetter award during the 32nd annual Garden Party! Senator Elliott has been a tireless advocate for reproductive justice, people of color, women, the LGBTQ community, people with lower incomes, and a champion for Planned Parenthood.

Together with Senator Elliott, we'll celebrate and uplift the important work happening in our community each day.

**GET TICKETS**

With your support, the Garden Party raises crucial funds for Planned Parenthood Great Plains' health center in Little Rock.



For questions, or to become a sponsor of the Garden Party, please contact Penelope Poppers, Associate Director of Development, at 501-666-3984 or [Penelope.Poppers@ppgreatplains.org](mailto:Penelope.Poppers@ppgreatplains.org).

visit [plannedparenthood.org](http://plannedparenthood.org)

Planned Parenthood Great Plains  
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Ste 200  
Overland Park, KS 66211  
United States

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**From:** Penelope Poppers  
**Sent:** Wednesday, April 17, 2019 1:09 PM  
**To:** Gayle White  
**Subject:** Garden Party is almost here! ☐



Planned Parenthood Great Plains

# GARDEN PARTY

Benefiting Planned Parenthood Great Plains in Little Rock  
Wednesday, May 1, 2019 | 6-8 p.m.  
The Historic Rogers House (rain or shine)



---

Dear Gayle,

This year's Garden Party is nearly here! Don't have your tickets yet? [Get yours online today!](#) Together with our honored guest and Brownie Ledbetter award recipient, Senator Joyce Elliott, we'll celebrate the important work happening each and every day at Planned Parenthood Great Plains.

**GET TICKETS**

With your support, Garden Party raises crucial funds for Planned Parenthood Great Plains' health center in Little Rock.

For questions, or to become a sponsor of the Garden Party, please contact Penelope Poppers, Associate Director of Development, at 501-666-3984 or [Penelope.Poppers@ppgreatplains.org](mailto:Penelope.Poppers@ppgreatplains.org).



visit [plannedparenthood.org](http://plannedparenthood.org)

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4401 W 109th St.,  
Ste 200  
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United States

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**From:** Penelope Poppers  
**Sent:** Wednesday, April 24, 2019 3:32 PM  
**To:** Gayle White  
**Subject:** Garden Party is one week away! ☐



Planned Parenthood Great Plains

# GARDEN PARTY

Benefiting Planned Parenthood Great Plains in Little Rock  
Wednesday, May 1, 2019 | 6-8 p.m.  
The Historic Rogers House (rain or shine)



---

Dear Gayle,

Garden Party is only one week away! Do you have your tickets yet?

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United States

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**From:** Baker, Zack  
**Sent:** Monday, April 29, 2019 12:24 PM  
**To:** htreadway1351@pcssd.org  
**Subject:** Guest speaking in the fall

Coach Treadway,

I hope everything is going well! I wanted to let you know I am starting to look at my fall schedule and wanted reach out to see if you were still interested in partnering to cover topics such as STDs, healthy relationships, etc. as we did last year. I really enjoyed speaking to your classes and would love to come back!

Please let me know if you are still interested and when a good time to chat would be!

Thanks,

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: zack.baker@ppgreatplains.org



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Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



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**From:** Treadway, Harold  
**Sent:** Monday, April 29, 2019 12:30 PM  
**To:** Baker, Zack  
**Subject:** Re: Guest speaking in the fall

Mr. Baker, I retired from volleyball and because of that my teaching position was tied to coaching. I will not be teaching Health next year and I do not know who will. Thanks for touching base and thanks for the presentation last year.

Coach Treadway

On Mon, Apr 29, 2019 at 12:24 PM Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)> wrote:

Coach Treadway,

I hope everything is going well! I wanted to let you know I am starting to look at my fall schedule and wanted reach out to see if you were still interested in partnering to cover topics such as STDs, healthy relationships, etc. as we did last year. I really enjoyed speaking to your classes and would love to come back!

Please let me know if you are still interested and when a good time to chat would be!

Thanks,

Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

P: 501-666-3243

C: 501-317-0273

E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)





Planned Parenthood Great Plains

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



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**Please consider the environment before printing this email.**

--

Coach Harold Treadway  
Senior Girl's Volleyball Head Coach  
9th Grade Health  
Freshman Campus



**From:** Baker, Zack  
**Sent:** Monday, April 29, 2019 12:32 PM  
**To:** Treadway, Harold  
**Subject:** RE: Guest speaking in the fall

Thanks for letting me know. Congratulations on your retirement and I wish you the best of luck!

**From:** Treadway, Harold [mailto:htreadway1351@pcssd.org]  
**Sent:** Monday, April 29, 2019 12:30 PM  
**To:** Baker, Zack  
**Subject:** Re: Guest speaking in the fall

Mr. Baker, I retired from volleyball and because of that my teaching position was tied to coaching. I will not be teaching Health next year and I do not know who will. Thanks for touching base and thanks for the presentation last year.

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Senior Girl's Volleyball Head Coach  
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**From:** Baker, Zack  
**Sent:** Friday, May 3, 2019 11:01 AM  
**To:** ywest@pcssd.org  
**Subject:** Previous education partnership

Principal West,

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I look forward to speaking with you!

Zack Baker  
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**From:** WEST, YVONE  
**Sent:** Friday, May 3, 2019 11:03 AM  
**To:** Michelle Muhammad  
**Subject:** Fwd: Previous education partnership

FYI

----- Forwarded message -----

From: **Baker, Zack** <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)>  
Date: Fri, May 3, 2019 at 11:01 AM  
Subject: Previous education partnership  
To: [ywest@pcssd.org](mailto:ywest@pcssd.org) <[ywest@pcssd.org](mailto:ywest@pcssd.org)>

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--

**Yvone L. West**

**Principal**

Sylvan Hills High School North

10020 Bamboo Lane

Sherwood, AR 72120

501.833.1170

**Graduation Starts Here!**





**From:** Muhammad, Michelle  
**Sent:** Friday, May 3, 2019 11:04 AM  
**To:** WEST, YVONE  
**Subject:** Re: Previous education partnership

Thank you, I will touch base with him.

On Fri, May 3, 2019 at 11:03 AM WEST, YVONE <[ywest@pcssd.org](mailto:ywest@pcssd.org)> wrote:  
FYI

----- Forwarded message -----

From: **Baker, Zack** <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)>  
Date: Fri, May 3, 2019 at 11:01 AM  
Subject: Previous education partnership  
To: [ywest@pcssd.org](mailto:ywest@pcssd.org) <[ywest@pcssd.org](mailto:ywest@pcssd.org)>

Principal West,

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Yvone L. West

Principal

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[Sherwood, AR 72120](#)

501.833.1170

[Graduation Starts Here!](#)



--

Michelle Muhammad

Sylvan Hills High North

10020 Bamboo Lane

Sherwood, AR 72120

501-833-1170







**From:** Gloria Pedro  
**Sent:** Monday, May 13, 2019 9:42 AM  
**To:** Gayle White  
**Subject:** Thank you for your support during legislative session

Parenthood Great Plains Votes

# Arkansas MONITOR

legislative session for supporters of sexual and reproductive rights in Arkansas: The General Assembly passed nine pieces of anti-abortion legislation, including one supporting abstinence-only sex education.

lining: You took action.

in recent memory, supporters like you took action to contact legislators. You sent thousands of messages and had hundreds of calls. We're building power in Arkansas, and it's all thanks to you.



inning. We know who our opponents are, and we know who our champions are. It's time to hold our legislators accountable for their  
g you again to stand with me and women across Arkansas. Please consider making a gift today to support Planned Parenthood and

with ways to get involved. You can see a full wrap-up of the legislation we followed this session below.





In solidarity,

Gloria Pedro  
Arkansas Manager  
of Public Policy &  
Organizing  
Planned  
Parenthood Great  
Plains Votes



ed in 2019

ion:

1523, Rep. Rebecca Petty, R-Rogers) ends the practice of shackling incarcerated women who are pregnant.

Act 1032 (HB 1440 & 1441, Reps. Deborah Ferugson, D-West Memphis, and Mary Bentley, R-Perryville) are part of an effort to reduce maternal and infant mortality rates by establishing oversight.

on:

149, Sen. Jason Rapert, R-Conway) triggers a total abortion ban if Roe v. Wade is overturned, with no exceptions for rape or incest. Providers would face up to 10 years in prison.

1439, Rep. Robin Lundstrum, R-Springdale), bans abortion after 18 weeks.

341, Sen. Missy Irvin, R-Mountain View) forces physicians to give medically inaccurate and potentially dangerous information about "reversal" to patients.

2, Sen. Trent Garner, R-El Dorado) stands in the way of a woman exercising her right to an abortion in the case of a diagnosis of fetal anomaly, while doing nothing to address discrimination or ensure that people living with disabilities have access to health care and other necessary need.

3, Sen. Trent Garner, R-El Dorado) is a TRAP law that imposes medically unnecessary reporting requirements on abortion providers to intimidate and ultimately discredit them.

448, Sen. Gary Stubblefield, R-Branch) requires abortion providers to be board-certified or board-eligible ob-gyns, creating a barrier to entry in Arkansas.

278, Sen. Gary Stubblefield, R-Branch) is a TRAP law that extends the abortion waiting period to 72 hours.

1621, Rep. Jim Dotson, R-Bentonville) mandates abstinence-only sex education bill.

1453, Rep. Clint Penzo, R-Springdale) makes it state policy to encourage women to carry a fetus with a fatal diagnosis to full term.

B 1856, Rep. Jim Dotson, R-Bentonville) bans state funding for abortion or related expenses for people in state custody or on parole.

Thank you for standing with Planned Parenthood. Please consider making a gift today to support our work in Arkansas.



**Donate**



Visit our website.

Planned Parenthood Great Plains Votes  
4401 W 109th St  
Suite 200  
Overland Park, KS 66211  
United States

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**From:** Gloria Pedro  
**Sent:** Wednesday, June 19, 2019 4:51 PM  
**To:** Gayle White  
**Subject:** Help us protect access to safe, legal abortion in Arkansas



Planned Parenthood Great Plains Votes



Dear Gayle,

Sexual and reproductive health care is under attack in Arkansas, and Planned Parenthood's services are more important than ever. In the face of extreme and dangerous restrictions pushed by politicians, we have to be loud and clear: we're not going anywhere.

At health centers in Fayetteville and Little Rock, Planned Parenthood provides 6,500 health center appointments each year, offering high-quality, comprehensive care, including safe, legal abortion.

Politicians in our state passed NINE new restrictions on abortion this year. Arkansas was already one of the most restrictive states in the country, but new laws will make it even harder for patients seeking care.

In April, Gov. Hutchinson signed a law making it illegal for family physicians to provide abortion services, dramatically narrowing access to safe, legal abortion in Arkansas. Yet again, politicians are ignoring scientific evidence, and it's women who will suffer. We need your help now to continue our fight to keep politicians out of the exam room.

Legislative session may be over, but our work does not stop. With your \$50 donation, Planned Parenthood Great Plains Votes will continue to mobilize our supporters to take action and stand up against the dangerous laws being introduced in Arkansas.



We must make it clear: We refuse to let extremists strip away our rights, spread lies and misinformation about our health care, control our bodies and our futures, and criminalize us.

Planned Parenthood's doors are open in Fayetteville and Little Rock — [help us continue to fight to protect health care for all people across Arkansas.](#)

In solidarity,

Gloria Pedro  
Arkansas Manager of Public Policy and Organizing



**Donate**

Visit our website.

Planned Parenthood Great Plains Votes  
4401 W 109th St  
Suite 200  
Overland Park, KS 66211  
United States

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**From:** Penelope Poppers  
**Sent:** Thursday, June 20, 2019 2:05 PM  
**To:** Gayle White  
**Subject:** You're invited to a pop-up bake sale!



Planned Parenthood Great Plains

## Join us for a bake sale benefiting Planned Parenthood Great Plains!

Come together with local supporters and Planned Parenthood Great Plains staff at The Bernice Garden on Friday, June 28 from 6 - 9 p.m.

This event will combine sweets from local bakers (yum!), raffle prizes (pick me!), and the opportunity to raise a glass (or two!) for a great cause.

All proceeds raised during this event will benefit the Planned Parenthood Great Plains Little Rock health center.

Bakers include:

Bagel Babe  
Cash Ashley  
Paige Russell  
Flake Baby Pastry  
Sweets by Slimp  
Jordan Wine  
Hannah Lavender  
Chef Gilbert Alaqueinez  
& counting!

For more information, please visit the bake sale [Facebook event page](#), and don't forget to invite your friends!

visit [plannedparenthood.org](http://plannedparenthood.org)

Planned Parenthood Great Plains  
4401 W 109th St.,  
Ste 200  
Overland Park, KS 66211  
United States



**From:** The GoFundMe Team  
**Sent:** Monday, June 24, 2019 1:09 PM  
**To:** akayrouz1438@pcssd.org  
**Subject:** Help #FightBack for reproductive rights



## Will you join the fight to protect reproductive rights?

Reproductive rights are human rights, and they are under attack in the US. In response to the abortion bans sweeping the country, five organizations have decided to #FightBack to protect reproductive rights and make sure people can access the care they need.

Join the ACLU, Planned Parenthood, and the National Network of Abortion Funds in the fight to protect reproductive rights. Your support for the #FightBack campaign will help fund legal battles in court, provide critical services across the country, and encourage legislative bodies to take steps to protect reproductive rights—all with a single donation.



Will you #FightBack?

You have received this email as a former GoFundMe donor or organizer.

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---

GoFundMe® 855 Jefferson Ave, PO Box 1329, Redwood City, CA 94063



**From:** Dr. Brandon J. Hill  
**Sent:** Thursday, July 18, 2019 1:46 PM  
**To:** Gayle White  
**Subject:** We're on the move



Planned Parenthood Great Plains Votes

Dear Gayle,

Both of the Planned Parenthood health centers in Little Rock and Fayetteville have some changes coming up, and we wanted to be sure you had the latest information.

Each year, Planned Parenthood Great Plains provides high-quality, comprehensive sexual and reproductive health care during 6,500 patient visits in Arkansas. Patients rely on Planned Parenthood for services such as birth control, family planning, transgender care, STD testing and treatment, abortion care, and more.

In August, a new Little Rock Health Center will begin providing care and an upcoming relocation in Northwest Arkansas will ensure patients continue to have access to vital health services.

We know what happens to a state when the rights to health care are chipped away — Arkansans face some of the nation's highest maternal and infant mortality rates, as well as high teen birth rates. Planned Parenthood remains committed to serving our state for years to come. You can help us protect and expand access to care in our communities — see below!

## Little Rock

Planned Parenthood Great Plains is thrilled to share that a new, state-of-the-art Little Rock Health Center will open in August. The building is a larger, upgraded health center conveniently located at 1501 Aldersgate Rd. Health services at the current Little Rock location (5921 W. 12th St.) will continue until further notice. The new location will help meet growing patient demand and address a lack of access to comprehensive sexual and reproductive health care within the area. The new location will also provide space to expand Planned Parenthood Great Plains' sex education, advocacy, and outreach work.

## Fayetteville

Planned Parenthood Great Plains has decided to look for a new location for the Northwest Arkansas health center following challenges at the current location that posed concerns for the safety of patients and staff. The last day patients will be seen at the current location will be July 25, and plans are underway to reopen at a



new location in the coming months. Updates will be shared online at [bit.ly/FVupdate](https://bit.ly/FVupdate) as more information becomes available.

## How You Can Help

Make a commitment today to support our advocacy work and protect the range of services that Planned Parenthood provides to patients. Here are a few easy ways to get involved in our work right now.

1. [Volunteer with us.](#)
2. [Share your story](#) about why Planned Parenthood matters to you.
3. [Make a donation.](#)
4. [Follow us](#) on Twitter

Despite the political pressures we face in Arkansas, our supporters and partners in the community have rallied like never before to defend the high-quality care that Planned Parenthood Great Plains provides. Thank you for your ongoing support!

With gratitude,

Dr. Brandon J. Hill  
President and CEO

Visit our website.

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United States

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**From:** Baker, Zack  
**Sent:** Wednesday, July 31, 2019 9:30 AM  
**To:** 'ywest@pcssd.org'  
**Subject:** RE: Previous education partnership

Good Morning Principal West,

I wanted to follow up with you about my previous email. I would love to come meet with you to discuss how we can continue working with Sylvan Hills in the absence of Coach Treadway!

-Zack

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**From:** WEST, YVONE  
**Sent:** Wednesday, July 31, 2019 9:36 AM  
**To:** Baker, Zack; Michelle Muhammad  
**Subject:** Re: Previous education partnership

Hello,

Coach Muhammad will be teaching health and has agreed to continue this partnership. I am copying her on this email. Please feel free to reach out to her.

Thanks,



On Wed, Jul 31, 2019 at 9:30 AM Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)> wrote:

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E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)





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**Yvone L. West**

**Principal**

Sylvan Hills High School North

10020 Bamboo Lane

Sherwood, AR 72120

501.833.1170

**Graduation Starts Here!**





**From:** Baker, Zack  
**Sent:** Wednesday, July 31, 2019 9:38 AM  
**To:** WEST, YVONE  
**Subject:** RE: Previous education partnership

Thank you! I look forward to it.

**From:** WEST, YVONE <ywest@pcssd.org>  
**Sent:** Wednesday, July 31, 2019 9:36 AM  
**To:** Baker, Zack <Zack.Baker@PPGreatplains.org>; Michelle Muhammad <mmuhammad4114@pcssd.org>  
**Subject:** Re: Previous education partnership

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**To:** [ywest@pcssd.org](mailto:ywest@pcssd.org)  
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Yvone L. West

Principal

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**Please consider the environment before printing this email.**



**From:** Baker, Zack  
**Sent:** Wednesday, July 31, 2019 9:40 AM  
**To:** Michelle Muhammad  
**Subject:** RE: Previous education partnership

Good Morning Coach Muhammad,

Thank you for agreeing to work with us again! I am looking forward to it. Is there sometime soon that you would be able to hop on a call so we can discuss the details?

Thanks,

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)

**From:** WEST, YVONE <ywest@pcssd.org>  
**Sent:** Wednesday, July 31, 2019 9:36 AM  
**To:** Baker, Zack <Zack.Baker@PPGreatplains.org>; Michelle Muhammad <mmuhammad4114@pcssd.org>  
**Subject:** Re: Previous education partnership

Hello,

Coach Muhammad will be teaching health and has agreed to continue this partnership. I am copying her on this email. Please feel free to reach out to her.

Thanks,

On Wed, Jul 31, 2019 at 9:30 AM Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)> wrote:

Good Morning Principal West,

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-Zack



---

**From:** Baker, Zack  
**Sent:** Friday, May 3, 2019 11:01 AM  
**To:** [ywest@pcssd.org](mailto:ywest@pcssd.org)  
**Subject:** Previous education partnership

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Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

P: 501-666-3243

C: 501-317-0273

E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)



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Planned Parenthood Great Plains



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**Yvone L. West**

**Principal**

Sylvan Hills High School North

10020 Bamboo Lane

Sherwood, AR 72120

501.833.1170

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**From:** WEST, YVONE  
**Sent:** Wednesday, July 31, 2019 9:49 AM  
**To:** Baker, Zack  
**Subject:** Re: Previous education partnership

You are very welcome!

On Wed, Jul 31, 2019 at 9:38 AM Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)> wrote:

Thank you! I look forward to it.

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**Sent:** Wednesday, July 31, 2019 9:36 AM  
**To:** Baker, Zack <[Zack.Baker@PPGreatplains.org](mailto:Zack.Baker@PPGreatplains.org)>; Michelle Muhammad <[mmuhammad4114@pcssd.org](mailto:mmuhammad4114@pcssd.org)>  
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**From:** Muhammad, Michelle  
**Sent:** Wednesday, July 31, 2019 2:20 PM  
**To:** Baker, Zack  
**Subject:** Re: Previous education partnership

Good afternoon Mr. Baker,  
If you have some time tomorrow after 12:00 to talk by phone that would be great. My cell # is (b) (13).

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--

Michelle Muhammad  
Sylvan Hills High North  
10020 Bamboo Lane



Sherwood, AR 72120  
501-833-1170





**From:** Baker, Zack  
**Sent:** Wednesday, July 31, 2019 4:26 PM  
**To:** Muhammad, Michelle  
**Subject:** RE: Previous education partnership

That works for me! I'm free all afternoon. Just whatever time works best for you!

**From:** Muhammad, Michelle <mmuhammad4114@pcssd.org>  
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**From:** Dr. Brandon J. Hill  
**Sent:** Wednesday, August 21, 2019 8:01 AM  
**To:** Gayle White  
**Subject:** Support access to sex education in Arkansas



Planned Parenthood Great Plains

Dear Gayle,

Despite the alarming increase in sexually transmitted diseases across the state, Arkansas doesn't require schools to provide sex education. In fact, state policy mandates that those schools that do offer sex education stress abstinence as a deterrent to STDs.

Young people in our state aren't getting the medically accurate, age-appropriate information they need to make informed decisions about their sexual health. Is it any surprise that Arkansas has the highest teen birth rate in the country and ranks top ten in the nation for chlamydia and gonorrhea infection rates?

At Planned Parenthood, we believe that sex education is education. Every Arkansan deserves comprehensive, nonjudgmental information to make decisions about their own sexual and reproductive health. [Will you make a gift today to support sex education in Arkansas?](#)

Each year, we provide high-quality, evidence-based education to 4,000 people through our Arkansas health centers and community outreach efforts. [Your gift will help us reach more people in our communities with vital information about safe sex and reproductive health care.](#)

We cannot do this important work without you. Thank you for your support!

Sincerely,

Dr. Brandon J. Hill  
President and CEO

P.S. Thousands of people across our state lack access to comprehensive sex education. [Make a gift today to support Arkansans' right to the information and skills they need to protect their health and plan their futures.](#)

visit [plannedparenthood.org](http://plannedparenthood.org)

Planned Parenthood Great Plains  
4401 W 109th St.,



Ste 200  
Overland Park, KS 66211  
United States

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**From:** Muhammad, Michelle  
**Sent:** Friday, August 23, 2019 3:07 PM  
**To:** Baker, Zack  
**Subject:** Re: PPGP

Oh ok thank you, it's been crazy around here.

On Fri, Aug 23, 2019 at 12:22 PM Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)> wrote:  
Hey!

I think we talked about the first week of October. That's what I had in my calendar

Sent from my iPhone

On Aug 23, 2019, at 11:48 AM, Muhammad, Michelle <[mmuhammad4114@pcssd.org](mailto:mmuhammad4114@pcssd.org)> wrote:

Good morning Zack,  
I was just touching base with you. Can you please refresh my memory & tell me what dates we have set up in September for you to come? I failed to put it in my calendar.

--

Michelle Muhammad  
Sylvan Hills High North  
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**From:** Dr. Brandon J. Hill  
**Sent:** Friday, August 30, 2019 4:31 PM  
**To:** Gayle White  
**Subject:** Young people deserve sex ed that's accurate and inclusive



Planned Parenthood Great Plains

Dear Gayle,

Sex education is essential to young people's health, relationships, and life goals. Unfortunately, fewer young people than ever are getting any sex education at all, and politicians in Arkansas are actively working to make sex education in our state worse instead of better. Make a gift today to ensure that Arkansans can receive the sex education they need to live healthier lives.

Young people in Arkansas deserve to have the information, resources, and skills they need to protect their health and build their future — without shame or judgment. That's why Planned Parenthood Great Plains is committed to providing accurate and inclusive sex education programs to thousands of Arkansans each year. Will you join our commitment?

Sincerely,

Dr. Brandon J. Hill  
President and CEO

P.S. Accurate and inclusive sex education is critical to protecting the health of young people in Arkansas. Will you help us expand access to sex education in our state?

visit [plannedparenthood.org](https://plannedparenthood.org)

Planned Parenthood Great Plains  
4401 W 109th St.,  
Ste 200  
Overland Park, KS 66211  
United States

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**From:** Baker, Zack  
**Sent:** Monday, September 23, 2019 11:16 AM  
**To:** Muhammad, Michelle  
**Subject:** RE: PPGP

Good Morning,

I just wanted to confirm we were still on for next week! Here is the agenda:

Monday: Healthy Relationships  
Tuesday: Healthy Relationships/Consent and Coercion  
Wednesday: Comprehensive Protection Methods  
Thursday: Preventing STIs  
Friday: Negotiating Postponement and Protection

Thanks!

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**From:** Muhammad, Michelle  
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**To:** Baker, Zack  
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**From:** Baker, Zack  
**Sent:** Monday, September 23, 2019 11:56 AM  
**To:** Muhammad, Michelle  
**Subject:** RE: PPGP

Perfect! Can you send me your class schedule?

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**Sent:** Monday, September 23, 2019 11:47 AM  
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E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)

**From:** Muhammad, Michelle <[mmuhammad4114@pcssd.org](mailto:mmuhammad4114@pcssd.org)>

**Sent:** Friday, August 23, 2019 3:07 PM

**To:** Baker, Zack <[Zack.Baker@PPGreatplains.org](mailto:Zack.Baker@PPGreatplains.org)>

**Subject:** Re: PPGP

Oh ok thank you, it's been crazy around here.

On Fri, Aug 23, 2019 at 12:22 PM Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)> wrote:

Hey!

I think we talked about the first week of October. That's what I had in my calendar

Sent from my iPhone

On Aug 23, 2019, at 11:48 AM, Muhammad, Michelle <[mmuhammad4114@pcssd.org](mailto:mmuhammad4114@pcssd.org)> wrote:

Good morning Zack,

I was just touching base with you. Can you please refresh my memory & tell me what dates we have set up in September for you to come? I failed to put it in my calendar.

--



Michelle Muhammad

Sylvan Hills High North

10020 Bamboo Lane

Sherwood, AR 72120

501-833-1170



PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.

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**From:** Muhammad, Michelle  
**Sent:** Monday, September 23, 2019 12:02 PM  
**To:** Baker, Zack  
**Subject:** Re: PPGP

1st health class period 8:25-9:12  
2nd health class period 9:16-10:03  
3rd health class period 10:28-11:15

Lunch 11:19-11:49

Enrichment class 11:53-12:23 This time frame is for students reading & they have to do a reading log for their English teacher.

4th health class period 12:23-1:10

Is there anything that I should have prepared or ready for you?

On Mon, Sep 23, 2019 at 11:56 AM Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)> wrote:

Perfect! Can you send me your class schedule?

**From:** Muhammad, Michelle <[mmuhammad4114@pcssd.org](mailto:mmuhammad4114@pcssd.org)>  
**Sent:** Monday, September 23, 2019 11:47 AM  
**To:** Baker, Zack <[Zack.Baker@PPGreatplains.org](mailto:Zack.Baker@PPGreatplains.org)>  
**Subject:** Re: PPGP

Good to hear from you,

Yes Monday is confirmed. Thank you for the reminder. See you then.

On Mon, Sep 23, 2019 at 11:16 AM Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)> wrote:

Good Morning,

I just wanted to confirm we were still on for next week! Here is the agenda:

Monday: Healthy Relationships

Tuesday: Healthy Relationships/Consent and Coercion



Wednesday: Comprehensive Protection Methods

Thursday: Preventing STIs

Friday: Negotiating Postponement and Protection

Thanks!

Zack Baker

Education and Outreach Coordinator

Planned Parenthood Great Plains (PPGP)

P: 501-666-3243

C: 501-317-0273

E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)



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10020 Bamboo Lane  
Sherwood, AR 72120  
501-833-1170





**From:** Tamya Cox-Touré  
**Sent:** Wednesday, October 2, 2019 8:32 AM  
**To:** Gayle White  
**Subject:** Did you know?



Planned Parenthood Great Plains Votes

Dear Gayle,

A recent study by Ibis Reproductive Health and the Center for Reproductive Rights found that states with more abortion restrictions have worse health outcomes. We already knew this in Arkansas. Anti-abortion legislators are more concerned with restricting access to safe and legal abortion than they are with improving the lives of Arkansans. [Make a donation today to help us fight for a healthier Arkansas.](#)

We cannot lose sight of the fact that politicians work for us, and we the people should be setting their legislative priorities. We believe one of those priorities has to be expanding access to sexual and reproductive health care. Do you agree?

With your \$50 donation, Planned Parenthood Great Plains Votes will work with policy makers and stakeholders to create a legislative agenda that emphasizes the importance of access to all reproductive health care, including abortion. Legislators will be heading into a budget session next year, but that doesn't mean our work stops. Let's make it loud and clear: We refuse to let extremist politicians strip our right to access the care we need and deserve.

Please give now to help us protect access to health care for all people across Arkansas.

Thank you for standing with us!

In solidarity,

Tamya Cox-Touré  
Regional Director of Public Policy and Organizing

Visit our website.

Planned Parenthood Great Plains Votes  
4401 W 109th St  
Suite 200  
Overland Park, KS 66211  
United States



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**From:** MarkKelly.com  
**Sent:** Monday, October 21, 2019 11:40 AM  
**To:** jbbrazil@pcssd.org  
**Subject:** We just received a BIG endorsement (check it out →)



Friends, we have a BIG announcement to make.

**Mark was just endorsed by Planned Parenthood Action Fund!**

Reproductive rights are facing an all-out attack in our country right now. The types of laws being introduced are direct attacks on Roe v. Wade and women's rights across the country.

As a senator, Mark will fight to ensure that women are free to make their own healthcare decisions — whether that means access to safe and legal abortion services, contraceptive services, access to paid parental leave or protection from pregnancy discrimination.

Mark is honored to earn the endorsement of Planned Parenthood Action Fund because he understands that we need to work to protect and expand access to reproductive health care.

**So if you're ready to support reproductive rights with Mark, we have something you can do right now:**

**[Make a \\$3 contribution to our people-powered campaign today. Every dollar you donate allows us to run a grassroots campaign free of corporate influence that is focused on the issues that are important, like protecting access to reproductive health care.](#)**

*If you've stored your info with ActBlue, we'll process your contribution instantly:*




Politicians can say they'll stand up for reproductive rights all they want, but if we want to be the best allies we can, we need to do more than just talk.

We can't thank Planned Parenthood Action Fund enough for supporting us early on. Their support matched with yours will give us the boost we need to run a winning campaign.

All our best,

Team Kelly

**DONATE NOW**

---

<p>Paid for and authorized by Mark Kelly for Senate</p>
---

This email was sent to [jbrazil@pcssd.org](mailto:jbrazil@pcssd.org). Click [here](#) if you'd like to unsubscribe. We try to send only the most important information and opportunities to participate via email.

Mark Kelly was a Captain in the U.S. Navy and astronaut. Use of his military rank, job titles and photographs in uniform does not imply endorsement by the Department of the Navy or Department of Defense and reference to NASA does not imply endorsement by the National Aeronautics and Space Administration.



**From:** Tamyia Cox-Toure  
**Sent:** Wednesday, November 6, 2019 5:46 PM  
**To:** Gayle White  
**Subject:** Our rights are on the line in 2020



Planned Parenthood Great Plains Votes Arkansas PAC

Dear Gayle,

We are only one year away from a critical election, and our rights and freedoms are on the line. Who we elect in 2020 will determine our access to birth control, cancer screenings, sex education, abortion care, and more.

We already know that the Arkansas legislature is doing everything they can to strip us of our rights and access to health care. Earlier this year they passed an 18-week abortion ban, extended the waiting period for an abortion to 72 hours, and enacted a law that forces providers to tell patients about an unproven protocol called medication abortion “reversal.”

[Make a donation today to support our work to elect reproductive rights champions in Arkansas.](#)

We know public opinion is on our side. We know we can win this. [Support Planned Parenthood Great Plains Votes Arkansas PAC to ensure we can elect lawmakers who stand with us, not against us.](#)

No matter what, Planned Parenthood Great Plains Votes Arkansas PAC will stay laser-focused on using every tool at our disposal to elect reproductive rights champions up and down the ballot. But we need your help to win. [Will you support our work today?](#)

In solidarity,

Tamyia Cox-Toure  
Regional Director of Public Policy and Organizing

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4401 W 109th St  
Suite 200



Overland Park, KS 66211  
United States

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**From:** Robert Greenwald, Brave New Films  
**Sent:** Thursday, November 14, 2019 8:05 AM  
**To:** Jamie Darius  
**Subject:** When Sex Ed Is Taboo, What Do Teens Do?



Jamie,

With Planned Parenthood under attack and sex ed considered taboo in their community, young people in Tuscon have taken their sexual education into their own hands. Reproductive Health Access Project (RHAP) uses a peer to peer model to teach comprehensive sexual education to teens by teens on topics including birth control, pregnancy testing, STD testing, consent and healthy relationships. RHAP has served over 4000 young people since they opened in 2017 and are making a huge difference to Tuscon's most vulnerable young people.

Watch our latest Following Their Lead: Youth in Action piece and see RHAPs story now:

**WATCH**





Not on Facebook? Watch here.

Following Their Lead: Youth in Action spotlights youth-led advocacy groups across the country who are challenging the system to create positive change on critical social justice issues. Share these stories with your friends. It makes a difference!

Onward,

Robert Greenwald, President

Brave New Films

PS - Did you know that you can sign up to screen the entire Following Their Lead: Youth in Action series for FREE with your organization, faith community or school? This multi-film series highlights young people that use their collective power to lead change-making movements. Sign up to screen today.

This email was sent to [jdarius3197@pcssd.org](mailto:jdarius3197@pcssd.org).  
To stop receiving emails, [click here](#).



Brave New Films · 10510 Culver Blvd, Culver City, CA 90232, United States



**From:** Tamya Cox-Toure  
**Sent:** Saturday, November 30, 2019 10:31 AM  
**To:** Gayle White  
**Subject:** Defend reproductive freedom in Arkansas



Planned Parenthood Great Plains Votes Arkansas PAC

Dear Gayle,

Arkansans' reproductive rights are hanging on by a thread, and the only way we can protect them is by electing people who will stand up for access to health care.

Earlier this year, politicians in Arkansas passed NINE restrictions on access to reproductive health care, including an 18-week abortion ban, a law that forces providers to lie to patients about a false protocol called medication abortion "reversal," and a law that prevents qualified physicians who are not ob-gyns from providing safe, legal abortion services — even though abortion is firmly within their scope of practice.

Help us fight back against politicians who are trying to push reproductive health care out of reach for people across our state. [Give \\$25 to support Planned Parenthood Great Plains Votes Arkansas PAC so we can elect more pro-reproductive health champions into the legislature next year.](#)

With your help, we can work to vote out the politicians who are restricting access to health care such as birth control, STD testing, and safe and legal abortion. [Can you commit to donating \\$25 to help elect a reproductive health majority in the 2020 election?](#)

We must show politicians that opposition to reproductive health care is a message that loses elections. [Chip in \\$25 to help us win in 2020.](#)

Make a donation today to make sure Arkansans' reproductive rights are protected tomorrow.

In solidarity,

Tamya Cox-Toure  
Regional Director of Public Policy and Organizing

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United States

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**From:** Baker, Zack  
**Sent:** Wednesday, January 8, 2020 4:35 PM  
**To:** Muhammad, Michelle  
**CC:** Kostas, Sheila  
**Subject:** RE: Healthy Relationships visit

Hey Coach Muhammad,

I am doing wonderful! I hope all is well with you. I was getting ready to email you in the morning! I enjoyed working with your classes! In fact, they were some of the best classes I went to all semester! As of 1/23 I will no longer be employed at Planned Parenthood as I have accepted a new position. We will be working to hire a replacement to continue doing sexual health education. As soon as someone is hired, they will be reaching out to schedule something with you!

If you have any questions, please feel free to reach out to Sheila Kostas ([Sheila.kostas@ppgreatplains.org](mailto:Sheila.kostas@ppgreatplains.org)). She is also copied on this email.

Sincerely,

Zack Baker  
Education and Outreach Coordinator  
Planned Parenthood Great Plains (PPGP)  
P: 501-666-3243  
C: 501-317-0273  
E: [zack.baker@ppgreatplains.org](mailto:zack.baker@ppgreatplains.org)



[www.PPGreatPlains.org](http://www.PPGreatPlains.org)

**From:** Muhammad, Michelle <[mmuhammad4114@pcssd.org](mailto:mmuhammad4114@pcssd.org)>  
**Sent:** Wednesday, January 8, 2020 4:18 PM  
**To:** Baker, Zack <[Zack.Baker@PPGreatplains.org](mailto:Zack.Baker@PPGreatplains.org)>  
**Subject:** Healthy Relationships visit

Good evening Zack,  
How are you? I was just wondering what your calendar looks like for March. Are you available for a visit the week of March 16th? Please let me know if this works for you.

--



Michelle Muhammad  
Health, Varsity Volleyball, Freshman Basketball  
Sylvan Hills High School North  
Phone: 501-234-1234  
[mmuhammad4114@pcssd.org](mailto:mmuhammad4114@pcssd.org)



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**From:** Muhammad, Michelle  
**Sent:** Thursday, January 9, 2020 10:02 AM  
**To:** Baker, Zack  
**Subject:** Re: Healthy Relationships visit

Noooooooooo you can't go. The next person may not have as much personality as you 😞.  
I do understand moving on to bigger and better things so I wish you nothing but the best. I can't wait to hear from the new person. I think this program is beneficial and should be taught to more kids.

On Wed, Jan 8, 2020 at 4:35 PM Baker, Zack <[Zack.Baker@ppgreatplains.org](mailto:Zack.Baker@ppgreatplains.org)> wrote:

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**From:** Baker, Zack  
**Sent:** Thursday, January 9, 2020 11:29 AM  
**To:** Muhammad, Michelle  
**Subject:** RE: Healthy Relationships visit

Thank you for those kind words! I am certainly looking forward to this next chapter in my career. I am sure whoever they hire to replace me will be wonderful! I hope whoever they are can bring this programming to more classrooms across central Arkansas!

-Zack

**From:** Muhammad, Michelle <mmuhammad4114@pcssd.org>  
**Sent:** Thursday, January 9, 2020 10:02 AM  
**To:** Baker, Zack <Zack.Baker@PPGreatplains.org>  
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**From:** Siera Delk, Planned Parenthood Great Plains Votes

**Sent:** Tuesday, February 18, 2020 11:01 AM

**To:** Gayle White

**Subject:**  Primary Early Voting Has Begun

l of endorsed candidates for state office in Arkansas!

legislature. Your vote matters more than ever this year — not just for Arkansans, but also for the rest of the nation. The future of our state depends on the candidates we elect. Mobilize, and get out the vote in the 2020 election.

n abortion to 72 hours, and enacted a law that forces providers to tell patients about an unproven protocol called medication abortion.

igh. Arkansans deserve leaders who will fight against these attacks. These candidates are committed to being the legislative champions





Ryan Davis (D-Little Rock)

[Website](#)

[Donate](#)

ermajority in our legislature continues to threaten our health and rights and we need your help to fight back. Will you [sign up to volunt](#)



Paid for by Planned Parenthood Great Plains Votes



**From:** Tamyra Cox-Touré  
**Sent:** Wednesday, February 19, 2020 6:45 PM  
**To:** Gayle White  
**Subject:** Together, we will defend our rights in 2020 📧



Planned Parenthood Great Plains Votes

Dear Gayle,

Our right to health care is under attack in 2020 and we need your help.

Our 2020 focus is to elect sexual and reproductive health care champions. The future of access to birth control, sex education, and abortion care could hinge on how supporters like you help us organize, mobilize, and vote in the 2020 election.

Your support is critical. We already know that anti-abortion legislators in Arkansas are doing everything they can to strip us of our rights and access to health care. Last legislative session, politicians passed an 18-week abortion ban, extended the waiting period for an abortion to 72 hours, and enacted a law that forces providers to tell patients about an unproven protocol called medication abortion “reversal.”

Supporters like you are crucial in the fight to replace anti-abortion politicians with champions who will protect our rights. Help elect reproductive rights champions in Arkansas.

The fights ahead won't be easy, but we've shown time and time again that we can beat the odds when we work together.

You and I both know the numbers tell a winning story. 77% of Americans support safe, legal abortion right now — the highest that number has ever been. But, if the majority doesn't take action, the minority wins.

We know public opinion is on our side. We know we can win this. A gift to Planned Parenthood Great Plains Votes Arkansas PAC helps ensure politicians vote with us, not against us.

Thank you for being with us — I'm proud to have you in this fight.





In solidarity,

Tanya Cox-Touré  
Regional Director of Public Policy and Organizing  
Planned Parenthood Great Plains Votes

---

Will you make a gift to support our work in Arkansas?

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**From:** Tanya Cox-Touré  
**Sent:** Tuesday, February 25, 2020 8:01 AM  
**To:** Gayle White  
**Subject:** Re: Together, we will defend our rights in 2020 🦊



Planned Parenthood Great Plains Votes

I wanted to be sure you saw this — when we fight together, we win together.

---

Dear Gayle,

Our right to health care is under attack in 2020 and [we need your help](#).

Our 2020 focus is to elect sexual and reproductive health care champions. The future of access to birth control, sex education, and abortion care could hinge on how supporters like you help us organize, mobilize, and vote in the 2020 election.

Your support is critical: We already know that anti-abortion legislators in Arkansas are doing everything they can to strip us of our rights and access to health care. Last legislative session, politicians passed an 18-week abortion ban, extended the waiting period for an abortion to 72 hours, and enacted a law that forces providers to tell patients about an unproven protocol called medication abortion “reversal.”

Supporters like you are crucial in the fight to replace anti-abortion politicians with champions who will protect our rights. [Help elect reproductive rights champions in Arkansas](#).

The fights ahead won't be easy, but we've shown time and time again that we can beat the odds when we work together.

You and I both know the numbers tell a winning story. 77% of Americans support safe, legal abortion right now — the highest that number has ever been. But, if the majority doesn't take action, the minority wins.

We know public opinion is on our side. We know we can win this. [A gift to Planned Parenthood Great Plains Votes Arkansas PAC helps ensure politicians vote with us, not against us](#).

Thank you for being with us — I'm proud to have you in this fight.





In solidarity,

Tanya Cox-Touré  
Regional Director of Public Policy and Organizing  
Planned Parenthood Great Plains Votes

---

Will you make a gift to support our work in Arkansas?

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**From:** Wright, Caitlyn  
**Sent:** Monday, March 2, 2020 11:08 AM  
**To:** mmuhammad4114@pcssd.org  
**Subject:** Read: Classroom Visit  
**Attachments:** Read: Classroom Visit

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.

[Planned Parenthood Great Plains]<<http://www.ppgreatplains.org>>

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**From:** Wright, Caitlyn  
**Sent:** Monday, March 2, 2020 11:08 AM  
**To:** mmuhammad4114@pcssd.org  
**Subject:** Read: Classroom Visit

Your message

To: Education  
Subject: Classroom Visit  
Sent: 3/2/2020 12:02 PM

was read on 3/2/2020 12:07 PM



**From:** Ortiz, Luz  
**Sent:** Monday, March 2, 2020 2:41 PM  
**To:** mmuhammad4114@pcssd.org  
**Subject:** Read: Classroom Visit  
**Attachments:** Read: Classroom Visit

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**From:** Ortiz, Luz  
**Sent:** Monday, March 2, 2020 2:41 PM  
**To:** mmuhammad4114@pcssd.org  
**Subject:** Read: Classroom Visit

Your message

To: Education  
Subject: Classroom Visit  
Sent: 3/2/2020 12:02 PM

was read on 3/2/2020 3:40 PM



**From:** Lock, Li  
**Sent:** Monday, March 2, 2020 4:14 PM  
**To:** Muhammad, Michelle  
**CC:** Kostas, Sheila  
**Subject:** RE: PPGP Visit

Hello Michelle,

Nice to virtually meet you! Thanks so much for reaching out. As Sheila shared, we currently do not have an education and outreach coordinator in Little Rock, but will certainly let you know when we do. In the interim, I contacted Yolanda West-Calvin at the Arkansas Department of Health who confirmed they have educators on staff who can come talk about STIs and HIV.

If you'd like a different topic, Advocates for Youth created a free curriculum called [Rights, Respect, Responsibility](#) containing dozens of lesson plans on a broad array of topics relating to sexuality (including healthy relationships, decision making, communication, consent, anatomy and physiology, gender identity, sexual orientation, etc.) that you can use.

Again, we'll keep you in the loop as we figure out staffing there in Little Rock. Please don't hesitate to reach out if you need any additional resources in the meantime.

Thanks and best,

Li Lock, PhD (pronouns: they/them/theirs - tell me yours!)  
Research Associate & Director of Education  
[Planned Parenthood Great Plains](#)  
[Planned Parenthood Great Plains Votes](#)  
P: 913.345.4319

---

**From:** Kostas, Sheila  
**Sent:** Monday, March 02, 2020 12:18 PM  
**To:** Muhammad, Michelle  
**Cc:** Lock, Li  
**Subject:** RE: PPGP Visit

Michelle,

I'm glad we were finally able to connect today and appreciate your persistence in reaching out to PPGP regarding education programming for your health classes in Little Rock.

As we discussed, we plan to fill the educator position in the near future, and in the meantime, we will do our best to connect you to other education resources in the Little Rock community.

I've copied Li Lock, PPGP's Research Associate and Director of Education, on this email so they can follow-up with you regarding community resources and in case you have any additional questions in the coming weeks.

Li can be reached at [li.lock@ppgreatplains.org](mailto:li.lock@ppgreatplains.org) or you can contact me at [sheila.kostas@ppgreatplains.org](mailto:sheila.kostas@ppgreatplains.org).

Again, we appreciate your support and hope to resume our work together soon.

Best, Sheila

---

**From:** Kostas, Sheila  
**Sent:** Wednesday, February 12, 2020 12:05 PM  
**To:** Muhammad, Michelle <mmuhammad4114@pcssd.org>



**Cc:** Lock, Li <Li.Lock@PPGreatplains.org>

**Subject:** Re: PPGP Visit

Michelle,

Thanks for reaching out about the status of PPGP's education program in Little Rock.

We are still in the process of hiring an educator for this region and hope to have someone on board soon.

In the meantime, I'd like to introduce you to Li Lock, PPGP's Research Associate and Director of Education, who will keep you informed of our availability for future presentations.

We appreciate your support and look forward to our continued work together.

Best, Sheila

Sent from my iPhone

On Feb 11, 2020, at 10:40 PM, Muhammad, Michelle <[mmuhammad4114@pcssd.org](mailto:mmuhammad4114@pcssd.org)> wrote:

Good evening,

Ms. Kostas I am Michelle Muhammad and I teach health at Sylvan Hills High Freshman Campus. I had been in touch with Zack Baker in regards to someone coming by for a visit one week soon.

He did inform me that he was taking a new position and that someone would be in touch with me when a replacement was in place. I am just checking to see if I have been overlooked or is it that no one has replaced Zack yet. I really found the information that Zack presented very beneficial to my students and would love to continue with the program. If someone could please contact me in regards to scheduling I would greatly appreciate it.

Thanks in advance,

--



Michelle Muhammad  
Health  
Varsity Volleyball  
Freshman Basketball  
Sylvan Hills High School North  
Phone: 501-833-1170  
[mmuhammad4114@pcssd.org](mailto:mmuhammad4114@pcssd.org)

PP Great Plains works to ensure that every individual has the knowledge opportunity and freedom to make informed, private decisions about reproductive and sexual health.



<="" img="">

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**From:** Tamya Cox-Touré  
**Sent:** Tuesday, March 3, 2020 10:00 AM  
**To:** Gayle White  
**Subject:** When we fight together, we win together



Planned Parenthood Great Plains Votes

Dear Gayle,

Our right to health care is under attack in 2020 and we need your help.

Supporters like you are crucial in the fight to replace anti-abortion politicians with champions who will protect our rights.

Help Planned Parenthood Great Plains Votes Arkansas PAC elect reproductive rights champions in Arkansas.

You and I both know the numbers tell a winning story. 77% of Americans support safe, legal abortion right now — the highest that number has ever been. But, if the majority doesn't take action, the minority wins.

Can you chip in \$5 to to ensure politicians vote with us, not against us?

Thank you for being with us — I'm proud to have you in this fight.



In solidarity,

Tamya Cox-Touré  
Regional Director of Public Policy and Organizing  
Planned Parenthood Great Plains Votes

---

Will you make a gift to support our work in Arkansas?





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**From:** Siera Delk, Planned Parenthood Great Plains Votes

**Sent:** Tuesday, March 3, 2020 12:48 PM

**To:** Gayle White

**Subject:** Gayle, It's Election Day! 🗳️ Will You Be a Voter?

are



s across Arkansas – and the first step is showing up to vote. We can't afford to sit this one out. Everyone has a civic duty to vote, and

to be in line at your polling place by 7:30 tonight!

ood Great Plains Votes has endorsed in this primary election.





Ryan Davis (D-Little Rock)

[Website](#)

[Donate](#)

t forget to encourage your family and friends to get out and vote today, too!



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**From:** Penelope Poppers  
**Sent:** Wednesday, March 11, 2020 11:27 AM  
**To:** Gayle White  
**Subject:** Save the date for Garden Party 2020!



Planned Parenthood Great Plains

## —33RD ANNUAL— GARDEN PARTY

Save the Date  
Wednesday, May 6, 2020 | 6-8 p.m.  
Clinton Presidential Center (Rain or Shine)

---

Gayle,

Please save the date for the 33rd annual Garden Party at the Clinton Presidential Center! This special night benefits the important work that your support makes possible at Planned Parenthood Great Plains.

We are excited to announce that we have two awards this year!

- The 11th annual Brownie Ledbetter Award will be presented to Rita Sklar, who fought to protect reproductive justice in Arkansas for decades through her work with the ACLU.
- The Christina Mullinax Persistent Spirit Award, which honors the work of a tireless advocate for reproductive justice, will be presented to its inaugural recipient, Christina Mullinax.

An invitation with ticket information to follow. In the meantime, for questions or to become a sponsor of the Garden Party, please contact Penelope Poppers at 501.666.3984 or [Penelope.Poppers@ppgreatplains.org](mailto:Penelope.Poppers@ppgreatplains.org).

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**From:** Dr. Brandon J. Hill  
**Sent:** Tuesday, March 17, 2020 10:34 AM  
**To:** Gayle White  
**Subject:** Our response to the COVID-19 pandemic



Planned Parenthood Great Plains Votes

Dear supporter,

Planned Parenthood Great Plains and Planned Parenthood Great Plains Votes are closely monitoring the rapidly changing public health crisis around COVID-19. Our priority is the safety of our patients, staff, and communities.

We are adapting our plans with new information as the situation develops, under a proactive lens of how we can prevent transmission and support our communities. With uncertain times, PPGP is doing what we do best, prioritizing the needs of our patients while actively committing to reducing potential threats, including the reality of COVID-19.

I wanted to share a few of the steps we've taken with you:

First, we're still providing care, and our health centers are still open. For now, we have reduced the number of days our health centers are open to minimize social exposure, but we want our patients to have access to the care they need, on the timeline they need it. You can see our new temporary days of operation for the next week posted [online](#).

Even in moments of crisis, we know that people still need access to sexual and reproductive health care. We also know that this care may become even harder to access in the next few weeks.

Second, many of our staff are working remotely and we've restricted work-related travel. We've also canceled or postponed all public and private events scheduled through mid-April, and are also assessing our options for any in-person gatherings planned later in the spring.

Third, we are doing our part to share facts and reduce stigma. Some people in the U.S. have experienced acts of racism and xenophobia in person or online, while some businesses have even reported fewer customers because of the myths surrounding COVID-19. Fear and anxiety can allow stigma, myth, and rumor to gain traction. We can help by sharing facts and speaking with compassion.

While we don't know what the next few weeks and even months may bring, we know that we can all help each other stay safe. Take care of yourselves and those around you.



We are hopeful that you are staying safe and healthy, and as always, we are grateful for supporters like you.

Sincerely,  
Brandon Hill, PhD  
President & CEO | Planned Parenthood Great Plains Votes

---

Will you make a gift to support our work during this critical time?



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**From:** Gloria Pedro  
**Sent:** Monday, March 30, 2020 5:20 PM  
**To:** Gayle White  
**Subject:** We are here with you and will fight beside you.



Planned Parenthood Great Plains Votes

Dear Gayle,

There's a lot that's unknown right now, and this can induce unique anxiety for many of us. Where we're finding our hope, light, and joy during this time is in shared spaces with our community. Luckily, adapting to quickly changing circumstances is something we're well versed in as advocates. We've grown stronger together in the aftermath of challenging election cycles, attacks on our rights from the legislature, and through Supreme Court rulings. While this current COVID-19 crisis is unprecedented, together we have grown our strengths, and we are resilient.

In the last couple of weeks as our local communities have worked to combat the spread of COVID-19, we have also found ourselves combating the spread of misinformation and restrictive regulations. Several states, including Oklahoma, have seen measures enacted that limit access to abortion care during shelter-in-place orders. The politicians behind these measures argue that this care is non-essential and creating additional strain on our health care system. These claims are simply not true. What we know is that abortion care is essential and time-sensitive.

Today, Planned Parenthood Great Plains stands with the Planned Parenthood Federation of America, the Center for Reproductive Rights, and Dechert LLP to [file a lawsuit](#) challenging Oklahoma Governor Stitt's Executive Order that effectively bans abortion in the state during this crisis. Though Arkansas is not directly affected by this lawsuit, we want to keep all of our supporters informed about the measures we're taking to ensure that care remains accessible for everyone who needs it. [If you're able, consider donating today to help us in this fight.](#)

Closer to home, this unprecedented crisis has led to a \$350 million shortfall in the Arkansas state budget. The state legislature went into an extra session last week to address this shortfall, meeting in large spaces and taking precautions to ensure everyone's safety while meeting. We will continue to monitor the measures the legislature is taking to address this.

Just like with each election, legislative fight, or advocacy opportunity behind us — we're here with you, and will fight for you.





In solidarity,

Gloria Pedro  
Arkansas Manager of Public Policy and Organizing  
Planned Parenthood Great Plains Votes

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## Events:

- Thursday, April 2 at 11:00 a.m.: Join Planned Parenthood Great Plains Votes for a training on the importance of the census. [Sign up here.](#)

---

## COVID-19 Resources:

[CDC - Managing Coronavirus Stress and Anxiety](#)

[Care for Your Coronavirus Anxiety](#)

[CDC](#)

[WHO](#)

---

Will you make a gift to support our work in Arkansas?

A large, bright pink rectangular button with rounded corners. The word "Donate" is written in a bold, white, sans-serif font, centered on the button.

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**From:** Dr. Brandon J. Hill  
**Sent:** Tuesday, March 31, 2020 4:28 PM  
**To:** Gayle White  
**Subject:** We filed a lawsuit in Oklahoma yesterday



Planned Parenthood Great Plains

Dear supporter,

Late yesterday, we challenged an Oklahoma order effectively banning abortion care in the state through our partners at Planned Parenthood Federation of America, the Center for Reproductive Rights, and Dechert LLP.

The March 24 order issued by Oklahoma Governor Kevin Stitt in response to the COVID-19 pandemic requires all "elective" medical and surgical procedures be postponed. Just a few days later, the Governor issued a statement singling out abortion care, claiming the order prohibited almost ALL abortions in the state.

A global health crisis isn't the time to score political points by denying access to health care. We went to court to ensure that patients can continue to access essential, time-sensitive abortion services during the COVID-19 pandemic.

Please make an emergency gift to help us provide access to abortion in Oklahoma and across our four-state region.

In a time when officials should focus on science and data to stem the tide of a public health crisis, it is unconscionable to take any action that would delay or deny access to safe, legal abortion. We know abortion is time-sensitive and essential health care.

As our supporters we want to keep you informed about the measures we're taking to ensure that care remains accessible—for all who need it.

Emergency orders during a pandemic should advance the health and safety of Oklahomans, not try to score political points by using a national crisis to deny critical health care. Please make an emergency gift right now to help us protect access to abortion.

Sincerely,  
Brandon Hill, PhD  
President & CEO | Planned Parenthood Great Plains

---

Will you make a gift to support our patient care during this critical time?





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**From:** Dr. Brandon J. Hill  
**Sent:** Thursday, April 2, 2020 11:05 AM  
**To:** Gayle White  
**Subject:** We filed a lawsuit



Planned Parenthood Great Plains

I wanted to make sure you saw this: Now, we're seeing Governor Stitt's actions influence elected officials in Sedgwick County, Kan., home to the largest city in the state. Just yesterday, county commissioners submitted a letter urging Kansas Governor Laura Kelly to restrict abortion access during the COVID-19 pandemic, citing Governor Stitt's illogical reasoning as justification.

---

Dear supporter,

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Sincerely,  
Brandon Hill, PhD  
President & CEO | Planned Parenthood Great Plains

---

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**From:** Tom Brejcha  
**Sent:** Tuesday, April 14, 2020 8:39 AM  
**To:** kratliff5705@pcssd.org  
**Subject:** 10 felony charges for exposing Planned Parenthood



Please see a special message from our sponsor.

Dear Friend,

Without your immediate action, the State of California could permanently silence one of the most influential pro-life advocates in America... and millions of preborn and newborn babies will be torn apart limb by limb and left to die.

You see, journalist David Daleiden – who famously exposed Planned Parenthood selling baby body parts to the highest bidder – has been arraigned on 10 felony charges stemming from his undercover investigation.

Not only does David face a decade in a state penitentiary if a San Francisco jury convicts him. But he's prohibited from releasing the rest of his incriminating evidence against Planned Parenthood due to "gag order" injunctions in place from two separate civil lawsuits.

Never before has an undercover journalist been silenced like this.

Then again, never before has one person held the key to rocking the abortion industry's world.

Will you stand with us today to defend David Daleiden and pro-life speech in America?

My name is Tom Brejcha. I'm the President and Chief Counsel of



the Thomas More Society – a not-for-profit law firm underwriting and helping to spearhead David Daleiden's civil and criminal defense.

The Thomas More Society is proud to defend many of the most renowned leaders in America's pro-life movement – because when dark forces like Planned Parenthood unleash their full might to legally, financially and personally destroy our clients – we fight back.

But in this case, we're in real danger of jurors delivering Solomonic-type justice – a “split verdict” – that would result in David spending time in a prison cell.

All because this young man had the courage to lead an undercover investigation that captured video evidence of the abortion goliath conspiring to illegally harvest and sell aborted baby body parts.

Now we're going to need to put on an over-the-top defense to make sure jurors are not pressured to “compromise” and convict David of even one of the charges.

So if you agree it's absolutely outrageous that David is the one facing criminal charges and hard time in a state penitentiary – rather than Planned Parenthood's executives...

...then I pray you'll make an emergency donation to help us defend David and other pro-life heroes today.

You see, altogether David has been sued or prosecuted six times!

We already defeated a two-count felony and misdemeanor criminal case in Houston and another nasty civil case brought by a baby body parts broker, Stem Express, in Los Angeles was dismissed.

And right now we're defending David in three other active cases:

- A civil lawsuit filed by the National Abortion Federation in federal court in San Francisco. (A preliminary “gag order”



injunction prohibits David from releasing more of his videos exposing Planned Parenthood.)

- A separate civil lawsuit filed by Planned Parenthood in federal court in San Francisco. (Late last year a jury found David liable and awarded the abortion giant \$1.4 million in damages on racketeering charges and \$870,000 in punitive damages. We are appealing this verdict!)
- A civil lawsuit filed by anonymous Planned Parenthood personnel in federal court in Seattle, Washington. (We won our first appeal and now our second appeal in that case remains pending and undecided.)

But despite all that David is facing, his spirits remain high.

In fact, I know he sees this criminal case as yet another opportunity to drag more of Planned Parenthood's dark criminality into the spotlight.

My friend, that's what David set out to do – and that's what you and I can make sure he continues doing by winning this legal battle.

Now I'll get right down to it... We anticipate David's legal defense will cost us more than \$5,000,000. That's right, FIVE MILLION DOLLARS.

That's why I'm asking you to prayerfully consider a generous, tax-deductible gift of \$30, \$50, \$100 or more today.

Planned Parenthood has millions of dollars to spend on lawyers and lobbyists – and they'll stop at nothing to silence David and prevent the truth from coming out.

So no matter how large or small your donation today, it will be put to immediate use as we go head-to-head with the biggest players in the abortion industry in the courtroom.

It's a grave injustice that David is the one being hit with felony charges while Planned Parenthood (so far, at least) has gone unprosecuted and unpunished.



But by clearing David of these charges... you and I can allow him to continue with his incredibly important life-saving work.

So please follow this link to make your emergency contribution of \$30 or more today.

I know David will be deeply touched and encouraged by your generous support.

May God bless you,

A handwritten signature in blue ink, appearing to read "Tom Brejcha". The signature is fluid and cursive, with a long, sweeping underline that extends downwards.

Tom Brejcha  
President & Chief Counsel

P.S. This truly is a "David versus Goliath" type of battle. Planned Parenthood and their allies want to destroy our "David." They'd love to see him rotting away in prison rather than exposing their criminal, ghoulish activities. You and I cannot let that happen. Please follow this link to make your best contribution of \$30 or more to stop this attempt to crush David Daleiden and pro-life speech in America.



[Donate Now](#)



The Thomas More Society is a not-for-profit, national public interest law firm dedicated to restoring respect in law for life, family, and religious liberty.

Please consider supporting our efforts with a generous, tax-deductible donation.

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**From:** Tamya Cox-Touré  
**Sent:** Tuesday, April 28, 2020 4:16 PM  
**To:** Gayle White  
**Subject:** Protect access to care, now and always



Planned Parenthood Great Plains Votes

Dear Gayle,

In the middle of a global public health crisis, we have seen unfounded attacks on essential health care from anti-abortion politicians across the country, including leaders in the Arkansas legislature. We need your help. Your support is critical to keep care accessible.

We won't let political grandstanding get in the way of safe, accessible, and legal abortion care for Arkansans. Help us defend our rights: Donate today to support our advocacy work in Arkansas.

Access to health care should be protected and expanded during a global pandemic, not threatened by political posturing. Restrictions on abortion care put patients at risk and take away a fundamental right to bodily autonomy.

Help us keep abortion safe and legal now, and always. Please donate today to Planned Parenthood Great Plains Votes to ensure politicians vote with us, not against us.



In solidarity,

Tamya Cox-Touré  
Regional Director of Public Policy and Organizing  
Planned Parenthood Great Plains Votes

---

Will you make a gift to support our work in Arkansas?





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**From:** Tamya Cox-Touré  
**Sent:** Thursday, April 30, 2020 4:00 PM  
**To:** Gayle White  
**Subject:** Together, we're protecting access to care



Planned Parenthood Great Plains Votes

Dear Gayle,

During this global pandemic, PPGP Votes continues to fight unnecessary attacks from anti-abortion politicians in Arkansas and across our four states. [Your support is critical to keep care accessible.](#)

We won't let political grandstanding get in the way of safe, accessible, and legal abortion care for Arkansans. [Help us defend our rights: Make a gift today to support our advocacy work in Arkansas.](#)

Help us keep abortion safe and legal now, and always. Help us today to ensure politicians vote with us, not against us.



In solidarity,

Tamya Cox-Touré  
Regional Director of Public Policy and Organizing  
Planned Parenthood Great Plains Votes

---

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Overland Park, KS 66211  
United States

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**From:** Moreland, Heather  
**Sent:** Thursday, April 30, 2020 11:17 PM  
**To:** alanandrebecca@msn.com  
**Subject:** Parent Transition Assessment  
**Attachments:** Transition assessment for parents.pdf

Mrs. TAckett,

I decided to send you a form to fill out instead of (b) (2). I will do another with him regarding his hopes after we return to school next year. Please fill out this transition assessment form. It will help us better plan programming and classes that (b) (2) may need to meet his goals. This information will be added to his transition plan. You can email it to me if you don't mind.



Heather Moreland  
Special Education, Joe T. Robinson High School  
Phone: 501-868-2400  
[hmoreland2659@pcssd.org](mailto:hmoreland2659@pcssd.org)



### Example #3

The following is a Transition Assessment for Parents, a tool for transition at the IEP meeting.

### **ASSESSMENT FOR PARENTS**

Dear Parent(s):

As your son or daughter moves closer to graduation, it is important to begin to plan for his/her future. At the next meeting we will develop a transition plan. The transition plan will identify future goals for your son/daughter and ways to support him/her in reaching these goals. We would all like to see all our students become productive members of society. Your input and involvement is critical. Please take a few minutes to complete this Transition Assessment. Think of your son/daughter as an adult after graduation and identify your dreams/goals for him/her.

#### **Employment:**

I think my son/daughter could work in:

- ☐ Full time regular job (competitive employment)
- ☐ Part time regular job (competitive employment)
- ☐ A job that has support and is supervised, full or part time (supported employment)
- ☐ Military Service
- ☐ Volunteer work
- ☐ Other:

My son's/daughter's strength(s) in this area are:

My son/daughter seems to be interested in working as:

When I think of my son/daughter working, I am afraid that...

To work, my son/daughter needs to develop skills in:



**Education:**

Future education for my son/daughter will include (check all that apply):

- ☐ College or University
- ☐ Community College
- ☐ Vocational training
- ☐ On-the-job training
- ☐ Personal development classes
- ☐ Other

My son's/daughter's educational strengths are:

To attend post-secondary training my son/daughter will need to develop skills in:

**Residential/Living:**

After graduation my son or daughter will live:

- ☐ On his/her own in a house or apartment
- ☐ With a roommate
- ☐ In a supervised living situation (group home, supervised apartment)
- ☐ With family
- ☐ Other:

My son's/daughter's strength(s) in this area are:

When I think about where my son/daughter will live, I am afraid that...

To live as independently as possible, my son or daughter needs to develop skills in:

**Recreation and Leisure:**

When my son/daughter graduates I hope he/she is involved in (check all that apply):

- ☐ Independent recreational activities
- ☐ Activities with friends
- ☐ Organized recreational activities (clubs, team sports)
- ☐ Classes (to develop hobbies, and explore areas of interest)
- ☐ Supported and supervised recreational activities
- ☐ Other:



During free time, my son or daughter enjoys:

My son's/daughter's strength(s) in this area are:

When I think of the free time my son or daughter will have after graduation, I am afraid that:

To be active and enjoy leisure time, my son or daughter needs to develop skills in:

**Transportation:**

When my son/daughter graduates he/she will (check all that apply):

- ☐ Have a driver's license and car
- ☐ Walk, or ride a bike
- ☐ Use transportation independently (bus, taxi, train)
- ☐ Use supported transportation (family, service groups, car pool, special program)
- ☐ Other:

My son's/daughter's strength(s) in this area are:

When I think of my son/daughter traveling around the community I worry about:

To access transportation my son/daughter needs to develop skills in:

Review items in the following three areas. Please identify 3 to 5 areas only in which your son or daughter needs information/support.



**Social/Interpersonal:**

- ☐ Making friends
- ☐ Setting goals
- ☐ Family relationship
- ☐ Handling legal responsibilities
- ☐ Handling anger
- ☐ Communicating needs/wants
- ☐ Relationships with the opposite sex
- ☐ Counseling
- ☐ Other:

**Personal Management:**

- ☐ Hygiene Safety
- ☐ Mobility/transportation
- ☐ Domestic skills
- ☐ Money management/budgeting
- ☐ Time/time management
- ☐ Personal care
- ☐ Other:

**Health:**

- ☐ Ongoing care for a serious medical condition
- ☐ Sex education
- ☐ AIDS awareness
- ☐ Information on drug/chemical abuse
- ☐ Other:

**Community Supports:**

- ☐ Cooperative Extension Source
- ☐ Independent Hiring Center
- ☐ College Students
- ☐ DakotaLink (Assistive Technology Systems)
- ☐ Planned Parenthood
- ☐ Neighbors
- ☐ Red Cross Safety Course
- ☐ YWCA
- ☐ Drivers Education
- ☐ Employment Services
- ☐ Child Care



**From:** Tamya Cox-Touré

**Sent:** Saturday, May 2, 2020 12:00 PM

**To:** Gayle White

**Subject:** This is a national crisis for reproductive freedom and we need your help



Planned Parenthood Great Plains Votes

Dear Gayle,

If the last few weeks have shown us anything, it's that anti-abortion politicians will stop at nothing, including exploiting a pandemic, achieve their ultimate goal: banning abortion outright.

This fight is larger than a single state or health center: this is a national crisis for reproductive freedom. You've helped us fight back against these attacks in our four states, but the sad truth is that we can't let up for a second.

[Help power our fight by pitching in \\$5 or whatever you can.](#)

We know this is an incredibly difficult time for many families and communities, but your support over the past couple of weeks has truly made a difference. We will put your gift to work right away to continue protecting access to care.

[We need you with us to stop these bans and other attacks on our reproductive freedom. Make a gift today.](#)

Thank you for being a part of this movement, Gayle.



In solidarity,

Tamya Cox-Touré  
Regional Director of Public Policy and Organizing  
Planned Parenthood Great Plains Votes

---

Will you make a gift to support our work?





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United States

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**From:** Moreland, Heather  
**Sent:** Wednesday, May 13, 2020 10:39 AM  
**To:** alanandrebecca@msn.com  
**Subject:** Fwd: Parent Transition Assessment  
**Attachments:** Transition assessment for parents.pdf

Would you mind filling this out for me. It's to help plan his transition. I hope the final week of work is going well. Thanks!



Heather Moreland  
Special Education, Joe T. Robinson High School  
Phone: 501-868-2400  
[hmoreland2659@pcssd.org](mailto:hmoreland2659@pcssd.org)

----- Forwarded message -----

From: **Moreland, Heather** <[hmoreland2659@pcssd.org](mailto:hmoreland2659@pcssd.org)>  
Date: Thu, Apr 30, 2020 at 11:16 PM  
Subject: Parent Transition Assessment  
To: <[alanandrebecca@msn.com](mailto:alanandrebecca@msn.com)>

Mrs. Tackett,

I decided to send you a form to fill out instead of (b) (2). I will do another with him regarding his hopes after we return to school next year. Please fill out this transition assessment form. It will help us better plan programming and classes that (b) (2) may need to meet his goals. This information will be added to his transition plan. You can email it to me if you don't mind.



Heather Moreland  
Special Education, Joe T. Robinson High School  
Phone: 501-868-2400  
[hmoreland2659@pcssd.org](mailto:hmoreland2659@pcssd.org)



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- ☐ College Students
- ☐ DakotaLink (Assistive Technology Systems)
- ☐ Planned Parenthood
- ☐ Neighbors
- ☐ Red Cross Safety Course
- ☐ YWCA
- ☐ Drivers Education
- ☐ Employment Services
- ☐ Child Care



**From:** AmazonSmile  
**Sent:** Friday, May 15, 2020 11:22 AM  
**To:** Dkawkaba1553@pcssd.org  
**Subject:** Welcome to AmazonSmile



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**From:** Hannah Roe Beck  
**Sent:** Monday, May 25, 2020 3:23 PM  
**To:** cpigg5734@pcssd.org  
**Subject:** next week

Hi,

You're probably wondering what I'm doing back in your inbox so soon -- so let's cut right to the chase. Today, we're sharing more panels and exclusive events that'll be coming to you directly during convention next week. I wanted to be sure you had the opportunity to RSVP for them early.

We're hosting the BIGGEST virtual state convention in the country. [Head on over to our website to check out the full schedule and RSVP today:](#)

## Monday, June 1, 2020

### Fighting Back Against the Rise of Anti-Asian Racism

**WHEN:** 3:00 PM CT

**WHO:** AAPI Victory Fund President **Varun Nikore**, Democratic nominee for Texas' 22nd Congressional District **Sri Preston Kulkarni**, Democratic nominee for Texas' 2nd Congressional District **Sima Ladjevardian**, and Texas Representative **Gene Wu**.

### The Future of Healthcare in Texas, Sponsored by the Texas Medical Association

**WHEN:** 3:30 PM CT

**WHO:** Texas Public Health Coalition Chair **Dr. John Carlo**, Texas Senator **Nathan Johnson**, Harris County Medical Society President-elect **Dr. Gary J. Sheppard**, Texas Maternal Mortality and Morbidity Task Force Vice-Chair **Dr. Carla Ortigue**, Texas Medical Association President-elect **Linda Villarreal**, and a special message from Texas Representative **Donna Howard**.

## Tuesday, June 2, 2020

### Women Doing the Work, Sponsored by Annie's List

**WHEN:** 12:00 PM CT

**WHO:** The Rabble Co-Host **Ashley Cheng**, Tarrant County Commissioner **Devan Allen**, Annie's List Executive Director **Royce Brooks**, Planned Parenthood Texas Votes Executive Director **Dyana Limon-Mercado**, and former Political Director for Julián Castro for President **Natalie Montelongo**.



## Workers and their Stories

**WHEN:** 1:00 PM CT

**WHO:** Texas AFL-CIO Secretary-Treasurer **Montserrat Garibay**, AFGE, District 10 National Vice President **Cheryl Eliano**, IBEW 583 Business Manager **Leticia Marcum**, CWA Legislative Director **Derrick Osobase**, and UNITE HERE, Local 23 President **Marlene Patrick-Cooper**.

**Wednesday, June 3, 2020**

## Building an Equitable Future Through Education

**WHEN:** 3:30 PM CT

**WHO:** Texas Democratic Party Treasurer **Mike Floyd**, Texas Representative **Dr. Alma A. Allen**, Texas Democratic Party Vice-Chair **Dr. Carla Brailey**, Texas Senator **Beverly Powell**, and Paul Quinn College President **Dr. Michael Sorrell**.

**Thursday, June 4, 2020**

## People with Disabilities and the Fight for Equal Access

**WHEN:** 1:00 PM CT

**WHO:** Texas Democratic Party People with Disabilities Constituency Organizer **Alejandrina Guzman**, Lifelong civil rights advocate for people with disabilities **Judy Heumann**, American Association of People with Disabilities President and CEO **Maria Town**.

## Featured Session: Texas Democrats and Our Growing Movement

**WHEN:** 3:30 PM CT

**WHO:** Texas Democratic Party Senior Brand Director **Brittany Switzer**, Texas Democratic Party Executive Director **Manny Garcia**, Texas Democratic Party Coordinated Campaign Director **Brooklynne Mosley**, Texas Democratic Party Chief Technology Officer **Lauren Pully**, and Texas Democratic Party Deputy Executive Director **Cliff Walker**.

## The Future of Belonging

**WHEN:** 8:00 PM CT

**WHO:** Department Of The Future Chair and Kennedy Center Fellow **Mark Gonzales**.

**RSVP**



\*\*\* times subject to change \*\*\*

Thanks, y'all and talk soon!

Hannah Roe Beck

Convention Director, Texas Democratic Party

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**From:** Tom Brejcha  
**Sent:** Wednesday, June 10, 2020 5:58 PM  
**To:** kratliff5705@pcssd.org  
**Subject:** Striking back against Planned Parenthood



Please see a special message from our sponsor.

Dear Friend,

Pro-life citizen journalist David Daleiden and our legal team have gone on the offensive...

We've filed a massive new lawsuit against Planned Parenthood, failed Presidential candidate and former California Attorney General Kamala Harris, and sitting AG Xavier Becerra for conspiring to violate David's civil rights.

You may recall David faces 10 bogus felony charges in California stemming from his undercover investigation of Planned Parenthood that exposed the abortion giant's illegal sale of baby body parts.

Instead of raising this young man up as a national hero, the abortion lobby – with the help of Harris and Becerra – has trampled his Constitutional rights to free speech, freedom of the press and due process.

And with a criminal trial and three civil lawsuits hanging over his head, David urgently needs YOUR help to fight back.

That's why I'm asking you to make an emergency donation to help defend David and countless other pro-lifers.

You see, this brand-new lawsuit rips the disguise off abortion



advocates and exposes how far they're willing to go to kill babies, and then sell the body parts for profit.

This is our chance to strike back against the abortion industry and its heinous agenda.

But one lawsuit filed in one federal court is not going to stop them from trying to bankrupt David and send him to jail for years.

You and I must stand with David and fight back against the radical abortion lobby.

So can I count on your urgent donation of \$35, \$50, \$100 or more today?

My name is Tom Brejcha. I'm the President and Chief Counsel of the Thomas More Society – a not-for-profit law firm underwriting and helping to spearhead David Daleiden's civil and criminal defense.

The Thomas More Society is proud to defend many of the most renowned leaders in America's pro-life movement – because when dark forces like Planned Parenthood unleash their full might to legally, financially and personally destroy our clients – we fight back.

And I have to tell you, despite all that David is facing, his spirits remain high. Of course, I've never known anyone in this kind of position who didn't feel an empty pit in his stomach.

But David's not giving up. And he never will do so! In fact, I know he sees this new lawsuit as yet another opportunity to expose Planned Parenthood's devious actions.

My friend, that's what David set out to do – and that's what you and I can make sure he continues doing by winning this legal battle.

Now I'll get right down to it... We anticipate David's legal defense will cost us more than \$6,000,000. That's right, 6 MILLION DOLLARS.

As I mentioned before, it's not just one legal battle we're fighting.



Altogether David has been sued or prosecuted six times! Already we defeated a two-count felony and misdemeanor criminal case in Harris County (Houston), Texas, and another nasty civil case brought by a baby body parts broker, Stem Express, in Los Angeles was dismissed.

Right now, we're defending David in four other active cases – which is why your urgent support is so important:

- In one federal civil lawsuit, a jury found David liable and awarded Planned Parenthood \$1.4 million in damages on the RICO (racketeering) charges, \$870,000 in punitive damages and the judge then entered judgment against David for \$1.7 million and will presumably award millions more in attorneys' fees on top of that.
- In another lawsuit filed by the National Abortion Federation, the Ninth Circuit Court of Appeals recently issued a ruling against us, refusing to lift the preliminary "gag order" injunction prohibiting David from releasing more of his videos exposing the abortion giant's evil.
- David also faces another civil lawsuit filed by anonymous Planned Parenthood personnel in federal court in Seattle, Washington. We won our first two appeals and now the case is back in the District Court headed to trial.
- And of course, the bogus felonies that California charged David with because he had the courage to lead an undercover investigation that captured video evidence of the abortion goliath conspiring to illegally harvest and sell aborted baby body parts.

Planned Parenthood and their allies – like Kamala Harris and Xavier Becerra – have millions of dollars to spend on lawyers and lobbyists – and they'll stop at nothing to silence David and prevent the truth from coming out.

That's why I'm praying you will use this link to make an emergency contribution of \$35 or more to help us bring the fight directly to the



abortion lobby.

This truly is a "David versus Goliath" type of battle – with Planned Parenthood, the National Abortion Federation, the Attorney General of California, and their allies all arrayed against our "David."

It's a grave injustice that David is the one being hit with felony charges and outrageous civil lawsuits while Planned Parenthood (so far, at least) has gone unprosecuted and unpunished.

But by clearing David's name... you and I can allow him to continue with his incredibly important life-saving work.

So please make your emergency contribution of \$35 or more today and join the fight against Planned Parenthood.

I know David will be deeply touched and encouraged by your generous support.

May God bless you,

A handwritten signature in blue ink, appearing to read "Ann Miller". The signature is fluid and cursive, with a long, sweeping underline that extends downwards.



Tom Brejcha  
President & Chief Counsel

P.S. I know that you couldn't be there as David saw preborn children killed with precision so their body parts could be harvested. You couldn't be there when Kamala Harris authorized an armed raid on David's home to illegally capture "evidence." But you can be there as David fights back with his new lawsuit that shines the cold light of day on Planned Parenthood and its abortionists' ghoulish activities. Join the fight with an urgent donation of \$35 or more today.

**Donate Now**



The Thomas More Society is a not-for-profit, national public interest law firm dedicated to restoring respect in law for life, family, and religious liberty.

Please consider supporting our efforts with a generous, tax-deductible donation.

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The Daily Wire, 15021 Ventura Blvd #503, Sherman Oaks, CA 91403

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**From:** GREEN, LAJUANA  
**Sent:** Thursday, June 25, 2020 9:58 AM  
**To:** Monique Montgomery  
**Subject:** RESOURCE DIRECTORY  
**Attachments:** 2019-20 Revised Resource Directory.pdf

Look at this.

--



La Juana M Green, Director  
Counseling Services  
Phone: 501-234-2082  
Fax: 501-490-5724  
[lgreen@pcssd.org](mailto:lgreen@pcssd.org)





**Little Rock School District**

**2019-2020**

**School and Community Resource  
Directory**



August, 2019

The Little Rock School District presents to you this School, Community, and Social Service Resource Directory. In this directory you will find organizations and service providers for Little Rock School District, Pulaski County, and more. This information has been compiled to provide principals, assistant principals, counselors, social workers, nurses, teachers and other school personnel with a pool of readily accessible information referencing resources available in the district and the greater Little Rock area, as well as other parts of the state, that serve our children, youth and their families.

This document is not intended to be a complete listing of every community resource, but will provide a list of well-established services and resources available within the greater Little Rock area, and our school district.

Counseling Department/Student Services Department  
Little Rock School District



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# ***Little Rock School District***



Please see agencies listed below that provide mental health services for schools in the Little Rock School District, for more information please contact Lisa Williams @ 501-447-7384 or [lisa.williams@lrzd.org](mailto:lisa.williams@lrzd.org)

### **BRIDGES OUTPATIENT 501-771-1500**

Outpatient treatment may be an option when a person has psychiatric problems such as depression, anxiety, chemical dependency or other issues. While outpatient treatment may be less disruptive to a daily life, our seasoned mental health professionals provide high quality care.

Overseen by an expert psychiatrist and serving children, adolescents and adults, the outpatient program known as Bridges provides a multi-discipline approach and may include:

- A small, safe and structured treatment environment
- Psychiatric Evaluation
- Medication Management and Evaluation
- Family Therapy
- Substance/Dependence/Abuse Treatment

### **CENTERS FOR YOUTH AND FAMILIES 501-666-8686**

Offers Mental Health Evaluation/Diagnosis, individual Psychotherapy and family Psychotherapy. Centers' providers will participate in staffing and meetings regarding their clients whenever invited or requested as often as scheduling permits. These meetings include but are not limited to parent-teacher conferences, referral conferences, IEP meetings, annual reviews, and discipline conferences or hearings when appropriate. Participation will occur with parent or guardian's permission as evidenced by the signed release of information. In addition, communication including Centers providers must be relevant to the client's behavior, mental health diagnosis and/or treatment, or utilized in the development of plans, strategies, and techniques for working effectively to improve functioning and ameliorate symptoms.

### **DAYSPRING 501-565-8501**

Dayspring services include individual psychotherapy, family psychotherapy, and group psychotherapy for children, adolescents and/or adult clients, medication management, school-based services and nursing home services. These services address numerous client needs such as psychiatric illness, emotional and behavioral problems, family and interpersonal relationships, life span issues, situational stressors and trauma resolution. The specialty programs such as the school-based services provided during or after school focus on the behavioral and mental health needs of school-aged clients, while working closely with the client's family and school personnel.

### **FAMILIES, INC. 501-982-5000**

Families, Inc. offers a variety of therapeutic services for all ages on an individual, couple, family and group basis. Through counseling, individuals receive emotional support from a licensed professional, who helps the client work to resolve conflicts with others, understand feelings such as anxiety and depression, and try out new solutions to old problems. The length of treatment, of course, depends on the complexity and severity of problems.

### **LIFE STRATEGIES COUNSELING, INC. 501-663-2199**

LSCI offers a range of services and options will be discussed following an assessment of the need for mental health services. Services include: Individual mental health counseling, Group therapy, Family therapy, psychiatric evaluation and medication management, Psychological testing, Substance abuse counseling and groups, Support groups, School linked therapy services, mental health paraprofessional intervention, Crisis intervention/Stabilization and Referrals to supportive services and community resources.



**LIVING HOPE 501-663-5473**

Living Hope offers intensive behavioral health treatment for seriously emotionally disturbed children and adolescents in public school settings across Central Arkansas. Through collaboration and coordination with local school districts, students have access to an array of professional and para-professional services without leaving their school campus. School administrators work with Living Hope Southeast to provide a safe and confidential setting for clients to receive intensive services from our psychiatrists, therapists, and case managers. Through this school partnership, Living Hope is able to ensure the safety and success of its clients with minimal disruption to their normal educational activities.

**METHODIST FAMILY HEALTH 501-661-0720**

Methodist Family Health offers outpatient treatment services in communities all across the state. Venues of care include community counseling clinics, school-based counseling services, day treatment programs and specialized services such as Kaleidoscope Grief Center.

**NEW BEGINNINGS BEHAVIORAL HEALTH SERVICES 501-663-1837**

New Beginnings uses treatment plan goals and objectives to determine discharging of consumers. Consumers have an ongoing participation of their treatment plan goals and objectives. Family participation is strongly encouraged and it is New Beginnings belief that services should be holistic in approach. The organization helps facilitate family participation by helping with transportation and in scheduling decisions.

**P.A.T CENTER 870-534-4900**

The P.A.T. (people advocating transition) Center offers an array of outpatient services which include: In Home Counseling, Community Rehabilitation, Individual Outpatient Therapy, Anger Management, Family Therapy, Group Therapy, School Based Services, Substance Abuse Group, Sexual Abuse Group and more. Referrals are accepted from parents, DHS, schools, courts, and other child care agencies.

**PATHFINDER, INC. 501-982-0528**

Pathfinder, Inc. is a School-Based Behavioral Health Services that believes in a cooperative effort with the public schools to improve service to children/youth with serious emotional and/or behavioral disorders. The target population focuses on adolescents at risk of possible hospitalization, or removal from the traditional classroom setting, and possible long term residential treatment.

**THE POINTE 501-603-2147**

Pinnacle Pointe Behavioral HealthCare has provided mental health services to families in Arkansas and surrounding states since 1991. They specialize in programs for children ages 5-17 with individualized treatment for each child. Their mission is to provide a safe, secure and nurturing environment and believe that early intervention is key to a child's success. Some of their services include inpatient services - acute and residential, outpatient services, community-based services, day treatment school, and professional and community education.

**PROFESSIONAL COUNSELING ASSOCIATES 501-221-1843****Child and Adolescent Service System Program**

PCA is the "lead agency" for CASSP (Child and Adolescent Service System Program) in Lonoke, Prairie, and North Pulaski Counties. For children with severe emotional disturbances, or children with emotional problems whose needs require services from several different agencies or State departments, PCA arranges a multi-agency staffing to coordinate services. The following services are available to children, adolescents and their families:

- School-Based Services public schools and Head Start classrooms.
- Children's Case Management is available at all our clinics. Parents Brochure
- Wrap Around services to meet needs that insurance does not cover, including rewards for improved behavior.



- In Lonoke County our PROMOTE program serves youth who are at-risk or involved with the Division of Youth Services. [PROMOTE Brochure](#)

#### **UAMS/PRI STRIVE 501-771-8261**

Counseling services are conducted by trained clinicians (most are Master's level) and supervised by licensed clinicians (LMHC). Services are available in-home individual and family therapy, in-school assessment, individual and /or group therapy and consultation. Individual therapy is available as needed to enhance treatment of the client. Services also include behavioral system reconstruction.

#### **UNITED FAMILY SERVICES 501-244-0062**

This service provides individual, group, and family therapy to juveniles and their families referred by the court system, as well as aftercare clients, as designated. All services are delivered by qualified, licensed mental health professionals. The purpose of the program is to provide individuals and families an outlet for addressing issues that affect their level of functioning in the community. Consultation with the referral source is also provided, as needed.

#### **THERAPEUTIC FAMILY SERVICES 501-332-4400**

Participants are assessed by clinically trained staff to ascertain a mental health diagnosis. THS mental health clinicians partner with participants to develop a treatment plan that addresses the participant's individual needs. THS mental health clinicians determine if the participant needs a referral to other services THS has to offer, such as individual, group and family Counseling. THS mental health clinicians address the appropriate modality of counseling the participant needs. Services like counseling and case management are provided through outreach to and engagement with the participant's school.

#### **YOUTH HOME 501-821-5500**

Youth Home provide mental health services to Little Rock School District eligible students during regular school hours Monday through Friday. This includes any direct school-based mental health service provided in a school setting. Individual therapy, family therapy, case management, group therapy, crisis intervention, collateral contacts, clinical consultation, medication management, case coordination, interagency staffing and teacher/school staff education.



## **OTHER MENTAL HEALTH RESOURCES**

### **RIVENDELL 1-800-264-5640**

Rivendell is a behavioral health organization that provides a full continuum of mental health services for adults, adolescents and children, including inpatient hospitalization, long-term inpatient treatment, partial hospitalization, and outpatient services provided in a traditional office setting, school or home. Rivendell also provides educational day treatment for students experiencing difficulty in public schools, but in close coordination with the home school.

### **SAFE PLACES 501-374-7233**

Safe Places is a non-profit organization working to help children and families throughout Arkansas. Ninety-nine percent of services are free of charge to victims of sexual assault, family violence, child abuse, human trafficking and other forms of violence. Services include individual and group support, advocacy, counseling, education/training, referral services and specialized therapies.

### **UAMS MEDICAL CRISIS AND LOSS CLINIC 501-526-8100**

The experience of a life-threatening illness or death of a family member can be emotionally disruptive to a child's development, as well as to the child's entire family. Frequently, children experiencing problems in adjusting to loss or serious illness may demonstrate difficulties including increased sadness and anxiety, withdrawal from friends, decreased school achievement or medical nonadherence. The Medical Crisis and Loss Clinic was developed to assist children and families in coping with loss and change. It is a short-term intervention focused on improving long-term adjustment.

The clinic is intended for parents, whose child has died, or children and adolescents who:

- Have experienced the death of a family member or close friend from an illness,
- Have experienced a loss of function from physical trauma, or
- Have difficulty coping with the diagnosis of a chronic or life-threatening illness.



# *Pulaski County*



**ABUSE**

Adult Protective Services	1-800-482-8049
Child Protective Services (Hotline)	1-800-482-5964
Arkansas Attorney General's Office Hotline	1-800-482-8982
Women and Children First (battered women) (Emergency crisis line)	501-376-3219 or 1-800-332-4443

Provide shelter and a 24-hour crisis hotline for survivors of family violence, they also help women and their children find long term housing.

**ADULT DAYCARE**

St. Luke's Respite Care Center (Thursdays) 4106 JFK Blvd., NLR	501-753-4281
Central AR Area Agency on Aging Carelink 706 W. 4 <sup>th</sup> St., NLR	501-372-5300
SCAT (Senior Citizens Activities Today)	501-374-0123
Heart of Arkansas United Way	501-376-4567

**AIDS**

HIV Services Program Coordinator 4815 W. Markham, Little Rock	501-661-2503
CDC	1-800-458-5231
AIDS Clinical Trials Info Service (1-4pm)	1-800-TRIALS-A
AIDS Treatment Drug Info.	1-800-822-7422
Deaf Access AIDS Hotline	1-800-243-7889
Spanish AIDS Hotline	1-800-344-SIDA
National HIV & AIDS Hotline	1-800-232-4636
Arkansas Aids Foundation	501-374-2898

**AIDS Testing**

Planned Parenthood	501-666-7526
Pulaski County Central Health Unit	501-280-3125

**ALCOHOL & OTHER  
DRUG ABUSE**

Quapaw Ark Detox	501-686-9393
Integrated Health Care #5 Shackelford Plaza, Little Rock	501-227-7305
Little Rock Compassion Center 3618 Roosevelt Road (for men only)	501-296-9114
Women, Children & Men	

**Detox Centers  
In-Patient**

GYST House, 24 hours 8101 Frenchmons Lane	501-568-1682`
Recovery Centers of Arkansas 1201 River Road, North Little Rock	501-372-4611
Ouachita County Hospital 638 California Ave., Camden	870-836-1289

**Out-Patient**

Alcoholics Anonymous (24 hours)	501-664-7303
Big Brothers Big Sisters of Central Arkansas	
• Ms. Renee Burks, Project Director	501-374-6661
312 W. Pershing	501- 375-0906 - Fax
North Little Rock, AR 72114 FAX:	
PSP EMAIL: <a href="mailto:rburks@bbbsca.org">rburks@bbbsca.org</a>	

**Out-Patient (cont.)**

Family Service Agency 629 W. Broadway (Drug & alcohol abuse program)	501-753-0202
Greater Second Care Center, Inc.	501-569-9988



- Mr. Fred Harvey, Project Director 501- 570-0000 - Fax  
After School Care  
5615 Geyer Springs Rd.  
Little Rock, AR 72209  
PSP EMAIL: [fharvey@greatersecond.org](mailto:fharvey@greatersecond.org)  
CLFC@greatersecond.org

Kiwanis Activities, Inc. (DBA) Pfeifer Kiwanis  
Camp

- Mr. Sanford Tollette, Project Director 501-821-3714
- Ms. Binky Martin-Tollette, Assistant Director 501-821-3714

5512 Ferndale Cutoff  
Little Rock, AR 72223

FAX: 501-8212629

PSP EMAIL: [sanford@pfeifercamp.com](mailto:sanford@pfeifercamp.com)

**Website:** <http://www.pfeifercamp.com/>

[binky@pfeifercamp.com](mailto:binky@pfeifercamp.com)

[jpkcamp@pfeifercamp.com](http://jpkcamp@pfeifercamp.com)

## Information

Professional Counseling Associates 501-955-7600

UAMS Substance Abuse Treatment Clinic 501-526-8400

4301 W. Markham, Little Rock

Serenity Park – Male and Female Facility 501-663-7627

2801 W. Roosevelt, Little Rock

The Bridgeway 501-771-1500

21 Bridgeway Road, North Little Rock

CPC Pinnacle Pointe Hospital 501-223-3322

11501 Financial Center Parkway, Little Rock

Prevention Resource Center, Family Service Agency 501-372-4242

## ALZHEIMER'S DISEASE

Reynold's Institute 501-686-6219  
UAMS, 2<sup>nd</sup> Floor

Evaluation by doctors and formulation of a  
treatment plan including the patient and the  
family.

## BIRTH AND DEATH CERTIFICATES

Arkansas Department of Health 501-661-2336  
4815 W. Markham

(To get copies of certificates for persons who  
were born or who died in Pulaski County)

## BLINDNESS

World Services for the Blind 501-664-7100

(Also known as AR Enterprises for the Blind  
mobility training, preparation for independent  
living)

World Services for the blind (Also known as 501-661-2336  
AR Enterprises for the Blind mobility training,  
preparation for independent living)

State Library for the Blind and Physically 501-682-1155

Handicapped

(Free large print books for loan, cassettes,



records, Braille materials and equipment.  
Request must be filled out by a healthcare  
provider.)

## **BUS TICKETS**

CAT (Central Arkansas Transit)	501-375-1163
Salvation Army	501-374-9296

## **CANCER**

American Cancer Society (Promotes early detection and treatment of cancer, provides services to patients and their families)	501-666-5409
CARTI (Central AR Radiation Therapy Institute)	501-664-8573

## **CHILD DAYCARE**

Division of Child Care & Early Childhood Education (Provides free information to parents to help them locate childcare services in the state 8:30 am – 4:30 p.m., Monday-Friday)	1-800-445-3316
St. Augustine Center for Children 1410 E. 2 <sup>nd</sup> Street, NLR (Serves 3-5 years, sliding scale fee)	501-378-0940
Hunter Child Care Center 3301 Romine Road (Serves 6 weeks – 12 years, sliding scale fee, before and after school care)	501-225-7683

## **CHILDREN AND YOUTH SERVICES**

AR Advocates for Children and Families	501-371-9678
Big Brothers/Big Sisters	501-374-6661
Quapaw Boy Scouts of America	501 664-4780

### **General Information And referral**

Boys and Girls Club of Central Arkansas	501-666-8816
NLR Boys Club	501-945-3162
Girl Scouts	501-758-1020
Arkansas for Drug-Free Youth	501-375-1338
Arkansas Advocates for Children and Families	501-371-9678
Arkansas Association for Hearing-Impaired Children	TDD 221-1330
Arkansas Early Childhood Association	501-221-2635
Arkansas Easter Seal Society	501-227-3600
Arthritis Foundation Hot Line	(800) 482-8858
Center for Youth & Families	501-666-8686
Child Care Referral	507- 287-2020
Child find Hot Line	800-426-5678
Child Help USA	800-422-4453
Child Protective Services	501-682-1001
Kidsource	501-225-0997
Learning Disabilities Assoc. of Arkansas	501-666-8777
March of Dimes Birth Defect Foundation	501-663-3100
National Center for Missing & Exploited Children	800-843-5678
National HOPEline Network	800-442-4673
New Futures for Little Rock Youth	501-374-1011
Parent Center	501-666-6833



	Health Information Hot Line	800-235-0002
	Pulaski County Youth Services	501-340-6688
	Youth Home, Inc.	501-821-5500
	Arkansas YouthLeadership Initiative	501-375-1338
<b>CHILDREN AND YOUTH SERVICES (Support Groups)</b>	Arkansas Children's hospital Adolescent & Young Adult Clinic	501-364-1100
	Big Brothers/Big Sisters of Pulaski County, Inc.	501-374-6661
	Centers for Youth & Families	501-666-8686
	National Runaway Safeline	800-786-2929
	New Futures for Youth	501-374-1011
	P.A.R.K.	501-562-5223
	Shelter for Homeless & Runaway Children	501-666-7233
	Teen LifeLine	800-248-8336
	Teen Obstetric Prenatal Parenting (TOPPS)	666-6833 Ext. 3136
	Transitional Living Program & Youth Emergency Shelter	501-771-5511
	United Way First Call for Help	501-376-4567
	Watershed Human & Community Development Agency	501-378-0176
<b>CLOTHING</b>	St. Francis House 2701 Elm Street	501-664-5036
	Watershed II 3701 Springer Blvd.	501-378-0176
	Goodwill Industries of Arkansas 1110 West 7 <sup>th</sup> , Little Rock, AR 72201	501-372-5100
	Goodwill Industries Main Office 7400 Scott Hamilton Drive, Suite #50 Little Rock, AR 72209	501-372-5100
	Goodwill JFK Blvd. Thrift Store 109 Markham Park Drive Little Rock, AR 72211	501-221-1018
	Goodwill University Thrift Store 2904 South University Ave. Little Rock, AR 72204	501-568-5313
<b>CONSUMER ADVOCACY</b>	Arkansas Community Organization	501-376-7151
	Arkansas Better Business Bureau	501-664-7274
	Public Service Commission	501-682-2051
	Attorney General's Office	501-682-2007
<b>CONSUMER COUNSELING</b>	Consumer Credit Counseling 8am – 5pm	501-753-0202
	Child Study Center UAMS 5:30am – 5:00pm	501-364-5150
<b>COUNSELING SERVICES</b>	Centers for Youth and Families	501-666-4949



	Outpatient Counseling Center 5905 Forest Place, Suite 100	
<b>CRISIS/EMERGENCY SERVICES</b>	Salvation Army	501-374-9296
	Women & Children First	501-376-3219
	Poison Control and Information	501-686-6161
	Center for Youth Emergency Shelter	501-666-7299
	Arkansas State Police Child Abuse Hotline	800-482-5964
<b>DRUG COUNSELING/TREATMENT</b>	Baptist Health Rehabilitation Institute Recover Care Unit 9601 I-630, Exit 7	501-202-7000
	Hoover Center/Black Community Developers Center 4000 West 13th Street Little Rock, AR 72204 Residential and Outpatient Treatment Services, Partial Day Recovery Centers of Arkansas Riverbend 1201 River Road North Little Rock, AR 72114 Website: <a href="http://www.rcofa.org">www.rcofa.org</a> RCA-Williamsburg 6301 Father Tribou St., Little Rock, AR 72205-3003 (Outpatient Treatment Services)	501-663-9621  Carole Baxter, Executive Director Phone: 501-372-4611 Fax: 501-372-1801 E-Mail: <a href="mailto:cbaxter@rcofa.org">cbaxter@rcofa.org</a> Carole Baxter, Executive Director  Telephone: 501-372-4611 Fax: 501-372-1801 E-Mail: <a href="mailto:cbaxter@rcofa.org">cbaxter@rcofa.org</a>
	Serenity Park, Inc. & Serenity Home 2801 W. Roosevelt Road Little Rock, AR 72204 Website: <a href="http://www.serenitypark.org">http://www.serenitypark.org</a> (Residential Treatment Services for Males & Females) (Gender Separate) Partial Day Outpatient (Male & Female)	Larry Gaines, Executive Director Billy Deluca, Administrator Phone: 501-663-7627 Toll Free: 866-699-7627 Fax: 501-663-2859 E-Mail: <a href="mailto:serenitypark@comcast.net">serenitypark@comcast.net</a>
	Arkansas Literacy Council Pleasant Hill AME Church, Free Tutoring Literacy Action of Central Arkansas Youth Challenge (AR National Guard) Arkansas Baptist Adult Education Center North Little Rock Location	501-907-2490 501-490-0267 501-372-7327 501-212-5565 501-372-1547 501-353-1449
	<a href="http://www.seniorcorps.gov">www.seniorcorps.gov</a> (Foster Grandparent) Central AR Area Agency on Aging 706 W. 4 <sup>th</sup> Street, NLR (Good I & R for the elderly, covering Pulaski, Saline, Lonoke, Faulkner, Monroe, & Prairie Counties)	501-372-5300
<b>ELDERLY General Information</b>	Jacksonville Senior Wellness & Activity Center	501-982-7531



	(SCAT) Senior Citizens Activities Today 1800 S. Broadway	501-374-0123
	Life Quest, NW Little Rock area	501-225-6073
<b>Advocates</b>	Care Links <i>(Assistance to the elderly living at home in the following areas of need: neglect &amp; exploitation, Social Security, SSI, food stamps, private pensions, and veteran's benefits.)</i>	501-372-5300
	National Council on Aging	1-800-424-9046
<b>Employment</b>	Care Link (Employment opportunities for those 55 and older in Pulaski, Saline, Lonoke, Faulkner, Monroe & Prairie Counties)	501-372-5300
	SCORE (Sr. Corp of Retired Persons) (Matches retired executives with agencies which can benefit from their expertise)	501-324-7379
<b>Eye Care</b>	Eye Care of America (Free care to detect and treat blindness (elderly only). This does not cover exams for eyeglass prescriptions.) <a href="http://www.eyecareamericalorg">www.eyecareamericalorg</a>	1-800-222-3937
<b>Food/Meals</b>	Meals on Wheels (Care Link)	501-372-5300
	SCAT (Sr. Citizens Activities Today) <i>(Activities, meals, crafts, &amp; recreation)</i>	501-374-0123
	Food Stamps <i>(If a client receives SSI, he/she is eligible for food stamps. Any local Sr. Citizen's center can help with application)</i>	501-682-1001
<b>Home Maintenance</b>	Park Hill Baptist Church Small Maintenance Repair Team 201 East C Street, NLR	501-753-3413
<b>Medicaid</b>	Medicaid can be granted to anyone receiving SSI. It helps to pay for hospital and personal care. Proof of SSI is required when filing.	501-682-8233
	Carelink Live In/Sitter Program	501-372-5300
<b>Respite Care</b>	St. Luke's Respite Care 4106 JFK Blvd.	501-753-4281
	St. Vincent Home Care 6701 W. 12 <sup>th</sup> Street <i>(For someone to stay with homebound patients)</i>	501-663-7198
	Visiting Nurse Association 6071 W. 12 <sup>th</sup> Street	501-664-4933
	(In-homecare, nutrition, counseling, speech, physical, & occupational therapy, support and social work consultation)	



	Central AR Home Health Agency	501-661-2614
<b>Senior Citizen's Center</b>	Camp Aldersgate	501-225-1444
	2000 Aldersgate Rd.	
	Campus Towers Housing Project	501-374-1352
	1101 E. 7 <sup>th</sup> Street, NLR	
	East End Senior Center	501-374-2881
	2500 E. 6 <sup>th</sup> Street	
	Glenview Recreation Center	501-945-2921
	4800 E. 19 <sup>th</sup> Street	
	Heritage House Activity Center for Senior Citizens	501-758-9941
	2301 Division Street, NLR	
	Jacksonville Senior Center	501-982-7531
	100 Victory Circle	
	Maumelle Senior Center	501-851-4344
	Parris Towers Senior Center	501-374-0123
<b>EMERGENCY NUMBERS</b>	1800 S. Broadway	
	Willow House Housing Project	501-758-3670
	2500 Willow, NLR	
	Saline Co. Senior Adult Center	501-776-0255
	210 Jefferson Street, Benton	
	Arkansas Department of Health	501-661-2000
	After Hours	501-661-2136
	Pulaski County Health Department	501-280-3100
	Arkansas Children's Hospital -Emergency	501-364-1185
	Baptist Medical Center – Emergency	501-202-2000
	DHS Children and Family Services	501-682-2119
	Little Rock Police Department	911
	North Little Rock Police	501-771-1200
	Little Rock Fire Department	501-371-4485
<b>EMPLOYMENT RESOURCES</b>	North Little Rock Fire Department	501-340-5377
	Poison Control – (UAMS)	1-800-222-1222
	FBI	501-221-9100
	EPA – National Response Center	1-800-424-8802
	(To report toxic chemical and oil spills)	
	American Indian Center of Arkansas	501-666-9032
	1100 N. University #143	
	Arkansas Workforce	501-682-2121
	5401 South University	
	Little Rock, AR	
	Salvation Army	501-374-9296
	1111 W. Markham	
	Watershed II	501-378-0176
	3701 Confederate Blvd.	
	Our House	501-375-2416
	822 Louisiana	
	Florence Crittenton Home	501-663-0772
	(For pregnant teenagers)	
	Job Corps	501-618-2500
	(For those 16-21 years of age, providing training, transportation, and child care)	



	St. Francis House 2701 S. Elm (Occasionally they will help with rent)	501-664-5036
<b>FAMILY PLANNING</b>	Family Planning Clinic (Arkansas Department of Health)	501-280-3340
	Planned Parenthood	501-666-7526
	Arkansas Children's Hospital Adolescent Center	501-364-8336
<b>FINANCIAL COUNSELING</b>	Southwest Health Clinic	501-565-9311
	Consumer Credit Counseling Service 628 W. Broadway North Little Rock	501-753-0202
<b>FOOD - Groceries</b>	Camp Aldersgate 2000 Aldersgate Rd. (FCFH must call Camp Aldersgate and refer the client.)	501-225-1444
	Helping Hand 1601 Marshall (Closes at 2:00 daily, except Thursday, when it closes at noon.)	501-372-4388
	Salvation Army 1111 W. Markham (As well as other branches)	501-374-9296
	St. Francis House 2701 S. Elm	501-664-5036
	Watershed II 3701 Springer Blvd.	501-378-0176
	Gardner Methodist Church 18 <sup>th</sup> & Schaer, NLR	501-374-9520
	Park Hill Baptist Church 201 East C Street, NLR	501- 753-3413
	WIC (Health Department) 5800 W 10 <sup>th</sup> , Suite 810	501-661-2508
	WIC 1321 Hill Street, Jacksonville	501-982-7477
<b>Hot Meals</b>	Stew Pot First Presbyterian Church, 8 <sup>th</sup> & Scott St. (Monday – Friday, 12:00 – 1:00)	501-372-1804
	Friendly Chapel Soup Kitchen 116 S. Pine, NLR (Monday – Friday)	501-371-0912
	Stone Soup Quapaw Quarter Methodist Church, 6 <sup>th</sup> & Louisiana (Hot meal on Sunday, 12:00 - 4:00)	501-375-1600
<b>FUNERAL</b>	Casework Division of Governor's Office	501-682-2345



## Cremation

### FURNITURE

\*\*No agency routinely has free furniture.  
Furniture may be purchased at area thrift stores (such as Salvation Army at 3618 W. Roosevelt, or Goodwill at 1201 W. 7<sup>th</sup>). Occasionally, the following agencies may have furniture to give away:

### HEALTH SERVICES

St. Francis House	501-664-5036
Adolescent Center	501-364-8336
1201 Bishop, Little Rock, AR	
Care for teens age 12-21. Sports physical, Immunizations, counseling. Appointments only.	
Arkansas Children's Hospital	
800 Marshall, Little Rock, AR 72201	501-364-1100
Baptist Medical Center	
Care for sick children. Immunizations for preschoolers only. No appointment necessary.	501-202-7000
Pulaski County Central Health Clinic	
College Station Clinic	
Pulaski County Central Health, Little Rock	501-490-1602
Jacksonville Health Clinic	501-280-3100
Health Department Clinic	501-982-7477
Southwest Health Clinic	501-280-3340
	501-565-9311
Planned Parenthood	501-666-7526
St. Francis House	501-664-5036
St. Vincent's Health Clinic East	501-552-4710
UAMS Medical Center	501-686-7000
Westside Free Medical Clinic	501-664-0340

### Infant & Child

Pulaski County Health Departments (See numbers and locations above)	501-380-3100
Arkansas Children's Hospital General Pediatric Clinic	501-364-1100

### Child Care Referral Services

Arkansas Human Services	1-800-445-3316
Child Care Education	
Children and Family Services/ Neglect	501-682-8772
Children and Family Service/Childcare	501-682-8590
New Futures for Little Rock Youth	501-374-1011

### HEARING SERVICES

Arkansas Childrens Hospital Audiology and Speech Clinic 4815 W. Markham	501-364-4319
Audiology and Speech Pathology 5820 Asher Ave. Suite 600 (Adult hearing rehabilitation, hearing evaluation, individual work and counseling, speech therapy, sliding scale fee, and regular fee payment)	501-569-3155
Arkansas School for the Deaf	501-324-9506
Arkansas Rehabilitation Services	501-686-2800



	Interpreter Referral Service	
	Outreach Program School for the Deaf	501-324-9523
<b>HOMELESS SHELTERS</b>		
<b>Women &amp; Children</b>	Dorcas House 823 South Park (For women and children, average length of stay is 6 weeks; provides shelter, food, clothing, and social work assistance. 24 hour service)	501-374-4022
	Women and Children First (Shelter & support for battered women & children for up to 45 days, 24 hour service)	501-376-3219
<b>Teens</b>	Centers for Youth and Families 6425 W. 12 <sup>th</sup>  (Crisis counseling, shelter, food & clothing for runaway and homeless youth ages 8-17 in crisis situations for up to 45 days, 24 hour service)	501-666-4949
<b>Student</b>	Immerse Arkansas 5300 Asher Avenue Little Rock, AR 72204 Crisis Line:	501-404-9890 x 713  501-510-SAFE
<b>Families</b>	Our House 302 E. Roosevelt (Food, shelter, clothing, employment, housing assistance to homeless men,  women & children for 30 days, extensions may be granted, check-in: 4:30 – 5:00 pm, emergency check-in til 10:00 pm)	501-375-2416
	Salvation Army 1111 W. Markham (Food, shelter, employment, and social work counseling for men, women, and children for 5 days, check-in at 4:30)	501-374-9296
<b>Men</b>	Salvation Army Adult Rehabilitation Center 3618 W. Roosevelt ( <i>Medium termed care of adult men with treatable handicaps such as alcoholism and homelessness.</i> )	501-374-9296
	Union Rescue Mission Transient Lodge 615 Magnolia, NLR ( <i>Food, shelter, &amp; clothing for men for 3 nights every 10 days, check-in 3:00 p.m. – 7:00 a.m.</i> )	501-376-8470
<b>Services</b>	Homeless Education Program, LRSD 501 Sherman Street, Little Rock, AR 72202	501-447-2988
<b>HOSPITALS/CLINICS</b>	AR Children's Hospital AR Children's Hospital Development Center (Evaluation & therapy for developmentally delayed children)	501-364-1100 501-364-1100
<b>Free Clinics:</b>	Harmony Health Clinic, 201 E. Roosevelt Rd., by	501-375-4400



Appointment only (medical and dental) Monday  
 – Thursday 9am – 3 pm Walk in Accepted only  
 Thursdays 5 – 9pm

## HOTLINES

Suicide	1-800-273-TALK
Child Abuse 1-800-4achild	1-800-422-4453
National Runaway Switchboard	1-800-786-2929
Substance Abuse Hotline	1-855-649-6079
Cocaine	1-844-888-6908
National STD and AIDS Hotline	1-800-448-0440
Arkansas State Health Department	1-800-462-0599
Battered Women	1-802-658-1996
Child Abuse Hotline	1-800-422-4453
DHS Client Assistance	1-800-482-8988
National Highway Auto Safety	1-800-424-9393
Beech-Nut Nutrition for Babies	1-800-233-2468
Product Safety	1-800-638-2772
Alcoholics Anonymous	1-800-ALCOHOL
CDC	1-800-458-5231
American Council for the Blind	1-800-424-8666
Arkansas Trauma Foundation	1-212-772-0608
Cancer Information Service	1-800-4-CANCER
Child Find	1-800IAMLOST
Children's Hospice	1-719-683-2792
American Diabetes	1-800-342-2383
Gambling	1-800-GAMBLER
National Adoption Center	1-800-TO-ADOPT
National Association for Hearing & Speech Action	1-800-638-8255
National Council on Alcoholism	1-800-475-HOPE
National Grief Recovery Institute	1-800-334-7606
National Brain Injury Association	1-800-444-NHIF
National Health Information Clearinghouse	1-800-336-4797
Parents Anonymous	1-909-621-6184
Co-parenting and Abduction	1-800-A-WAY-OUT
National Rehabilitation	1-800-34-NARIC
Relapse Prevention Hotline	1-866-949-8009
Sexually Transmitted Disease	1-800-227-8922
Shriner's Hospital	1-800-237-5055
Trauma	1-800-556-7890

*(Teens can go to any local hospital that sponsors  
 Operation Safe Place)*

## HOUSING

Pulaski County Housing Agency 201 S. Broadway, Suite 220 Little Rock, AR 72201	501-340-3384
Public Housing	501-324-5931
Little Rock Office	501-758-8911
North Little Rock Office	501-376-7151
ACORN	

## LEGAL SERVICES

Center for AR Legal Services Little Rock	1-800-950-5817
Auditor of State	501-682-6030
American Civil Liberties Union	501-374-2660
Arkansas Bar Association	501-375-4606
Prosecuting Attorney's Office	501-340-8000



**MENTAL HEALTH**

National Alliance for the Mentally Ill	501-661-1548 or 1-800-844-0381
Arkansas Cares	501-771-1500
United Methodist Children's Home	Shari Willding
2002 South Fillmore	Program administrator
Little Rock, AR 72204	Phone: 501-906-4247 Fax: 501-296-1714 Email:swillding@meth odistfamily.org
Arkansas State Hospital	501-686-8000
4313 West Markham, Little Rock, AR 72201	
Bridgeway	
#12 Bridgeway Road, NLR	501-771-1500
Centers for Youth and Families	
6101 W. 12 <sup>th</sup> Street	501-666-8686
(Parent Center)	
Centers for Youth and Families	
6601 W 12 <sup>th</sup> Street	501-666-4949
(Diagnostic counseling for emotionally troubled children)	501-666-4949
Dayspring Therapeutic Mental Health Center	
9914 I-30	501-565-8501
Little Rock, AR 72209	
Family Service Agency	
628 West Broadway, Little Rock, AR 72114	501-372-4242
Little Rock Community Mental Health	
4400 Sheffield	501-686-9300
L.O.V.E. "Let Our Violence End" Inc.	
(Healing Waters Outreach Center)	501-516-1602
14036 Sardis Road, Shannon Hills, AR 72103	
<a href="http://www.letourviolenceend.com">www.letourviolenceend.com</a>	
Make a Wish Foundation	501-376-4650
Parental and Teen Pregnancy Hotline	800-235-0002
State Health Department	501-661-2000
Methodist Family Health	501-661-0720
1600 Aldersgate Rd. #200	
Little Rock, AR 72205	
Pinnacle Point Hospital	501-223-3322
11501 Financial Parkway, LR, AR	
Professional Counseling Associates	501-221-1843
3601 Richards Road, North Little Rock, AR. 72117	
Rivendell Behavioral Health Services	501-316-1255
6724 interstate 30	
Planned parenthood	501-666-3243
Pulaski County Health Department	501-280-310
Little Rock Family Planning Service	501-225-3836
Catholic Diocese of Little Rock-Adoption	501-664-0340
2415 N. Tyler Street	
UAMS Walker Family Clinic	
(Appointments)	501-526-8200
4301 West Markham, Little Rock, AR, 72205	



<b>PARENTING CLASSES</b>	Center for Youth & Families Parent Center	501-666-6833
<b>PREGNANCY/ HEALTH EDUCATION</b>	Department of Human Services Adoption Service	501-682-1001
	Florence Crittendon	800-522-6630
	AR Department of Health	
	Promise House	501-376-4791
	(Residential Care for Pregnant teens)	
	Pulaski County Health Department (STD)	501-280-3125
	3915 W. 8 <sup>th</sup> Street, Little Rock, AR	
	Pulaski County Youth Services	501-340-8250
	Learning Disabilities Association of Arkansas	501-666-8777
<b>Teenage Parenting</b>	Teen Parent Program	501-666-6833
	Overeaters Anonymous	479-474-9606
<b>PREVENTION/ EDUCATION</b>	St. Francis House, 24 hours Assistance	501-664-5036
	American Red Cross	501-748-1000 Or 800-REDCROSS
	Arkansas Advocates for Children and Family	501-371-9678
	CPC Pinnacle Pointe Hospital	501-223-3322
<b>SUPPORT GROUPS</b>	Teen Hotline	1-800-852-8336
	Women and Children First	1-800-332-4443
	CPC Pinnacle Pointe Hospital	501-223-3322
	Dorcas House	501-374-4022
<b>UTILITY ASSISTANCE</b>	CADC (Central Arkansas Development Council)	501-603-0909
<b>VIOLENT BEHAVIOR</b>	Family Service Agency - Anger Management Program and Domestic Violence	501-372-4242
<b>YOUTH HOME</b>	Behavioral Health Service of Arkansas	501-954-7470
	Outpatient Phone	501-954-7470



**From:** Jordan Sekulow, ACLJ  
**Sent:** Monday, August 31, 2020 7:41 PM  
**To:** lbricker8135@pcssd.org  
**Subject:** Help

Michelle,

Let me be direct. We're cutting it REALLY close.

We're right at our Matching Challenge deadline. This is it.

We urgently need you to take action with us. Now. Your gift tonight determines our fight.

We're fighting in numerous cases to defend life and defeat Planned Parenthood, including at the Supreme Court. We're battling in federal court to stop the radical Left from using the pandemic to ban singing in church. We're taking on the Deep State in federal court, and we're WINNING. And we're fighting for persecuted Christians worldwide.

Our work DOES NOT STOP, but we can't continue battling these monumental challenges without YOU.

We're right here at the end. This is the last minute. We need your support tonight. Help put us over the top.

Have Your Gift DOUBLED Before Our MIDNIGHT Deadline.

Jordan Sekulow  
ACLJ Executive Director

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As always, let us know of threats to freedom in your area by calling (757) 226-2489. And tune in to our daily radio program, "Jay Sekulow Live."

Do not send a response message to this e-mail for any reason. Legal requests will not be answered through [jsekulow@aclj.org](mailto:jsekulow@aclj.org). Legal requests must be submitted at [ACLJ.org](https://aclj.org).

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**From:** Teresia Dupins

**Sent:** Thursday, September 3, 2020 7:33 PM

**To:** Deron Hamilton; Felecia Hamilton; Nicki Barnes; Keith Barnes; Carol Cocclough; Ronald Gilkey; charlenegilkey@yahoo.com; Tonia Salas; Wanda Mitchell; Jessica Barton; Scoggins Lynn; Char Dupins; Carl Dupins Dupins; LaTrina Dupins; Herschelia Watson; Raven Collins; Angela Gilkey; Teresa Stepps; Cheryl Garry; Evelyn Creal; Ahmann Love; Margaret Love; Prentice Dupins

**Subject:** 40 Days for life needs your prayers. See the details in message

Dear church family, Pastor Dupins and I wanted our church family to know about the opportunity to pray for mothers, fathers and unborn babies during 40 Days for Life" September 23rd-November 1st from 7am- 7pm. Christians will be praying peacefully at 1501 Aldersgate Rd, LR, AR across from a Planned Parenthood Clinic.

Abortion is the number one reason for death of African Americans. Psalms 139th chapter talks about the sanctity of life in God's eyes. A baby's heart starts beating 21 days after conception.

If interested, you can go to the website below to register for a time to pray peacefully for God to touch the hearts of women to understand how much God loves them and their unborn baby.

[www.40daysforlife.com/littlerock](http://www.40daysforlife.com/littlerock)



**From:** Amazon.com  
**Sent:** Tuesday, September 15, 2020 11:07 AM  
**To:** dkawkaba1553@pcssd.org  
**Subject:** Your AmazonSmile charity received a \$2,443.14 donation

[You are supporting charity by shopping at smile.amazon.com](https://smile.amazon.com)



Dear Briana Kawkaba,

This is your quarterly AmazonSmile donation notification to inform you that Planned Parenthood Global received a new donation of \$2,443.14.

Thanks to customers shopping at [AmazonSmile](https://smile.amazon.com), everyday purchases generated over \$200 million in donations to charities worldwide so far.

[AmazonSmile](https://smile.amazon.com) has the exact same low prices, vast selection and convenient shopping experience as Amazon.com, plus you generate donations for charity, at no cost to you.

See AmazonSmile's impact to date:

- \$15,250.44 to Planned Parenthood Global
- \$198,636,544.70 to all charities in the US
- \$215,721,458.97 to all charities worldwide

Track [your AmazonSmile impact](#) at any time.

Thanks for supporting Planned Parenthood Global and continuing to generate donations by shopping at [smile.amazon.com](https://smile.amazon.com) or with AmazonSmile ON in the app.

[Go to smile.amazon.com](https://smile.amazon.com)

Want to use AmazonSmile in the Amazon Shopping app on your phone? See how to activate [here](#).

\*Message reflects the charity you were supporting as of August 27.



Please note that this message was sent to the following e-mail address: [dkawkaba1553@pcssd.org](mailto:dkawkaba1553@pcssd.org)